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THE TEACHING OF SOCIOLOGY IN THE UNITED STATES

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About seven years ago Mr. Tolman prepared and published in the *American Journal of Sociology*, a lengthy report on the teaching of sociology in the United States. Since that date obviously there has been much advance in the teaching of sociology, both as to the number of institutions giving instruction in the subject, as to the number of courses offered, and as to the quality in the instructing staff in this line. Consequently the American Sociological Society at its meeting at Atlantic City last December decided to have an investigation made and a report published regarding the present condition of the teaching of sociology in this country, also to have determined as far as possible the relation of sociology in the institutions to the other social sciences, to practical social work, to methods, etc. Professor A. W. Small offered to undertake this investigation in the name of the *American Journal of Sociology*, of which he is the editor-in-chief, and to publish it in the same upon completion. The offer was accepted. The details of the investigation were turned over by Professor Small to the present writer, though the former continued to give him valuable help and suggestion. A questionnaire was prepared under Professor Small's direction and criticism and under the criticism of a number of the leading professors of sociology in this country. The questionnaire was sent to four hundred colleges, universities, and theological schools, and to one hundred and twenty-nine state normal schools. About two hundred and fifty replies were received, some of them coming in as late as the first of July, although they were sent out early in the spring. Of these replies one hundred and ninety-nine were affirmative. One hundred and seventy-three affirmative replies came from colleges, universities, and theological schools. Twenty-six were from state normal schools.

It was found, however, that this did not represent the total number of institutions teaching sociology. After trying various methods to get a complete list of replies and not succeeding, the writer went through the catalogues of most of the various remaining colleges, universities, etc., and compiled such data as were available. This information appears in Table IV of the present report. One hundred and sixty-seven institutions teaching sociology were added to the list by this means. This raised the total to three hundred and sixty-six. This, however, is not an absolutely complete list. Neither a reply nor a catalogue could be obtained from the University of Nevada which is known to teach sociology. A number of normal schools which did not reply also teach sociology, but catalogues were not available for the purpose of making such a study as was made in the case of the colleges and universities which did not reply. A conservative estimate of the total number of colleges, universities, theological schools, and state normal schools in the United States teaching sociology at the present time, would be about four hundred. To make an absolutely correct and complete list with full information on each school would require more work and time than the preparation of a research thesis for a doctor's degree, as well as an amount of co-operation from the various schools which they are unwilling to give.

The questionnaire sent out was as follows:

A. The American Sociological Society has asked the *Journal of Sociology* to collect and publish the facts about the present condition of sociological instruction in the United States. Will you kindly assist in this work by carefully filling out the accompanying questionnaire? The value of the results obtained from this investigation depends almost wholly upon the fidelity with which each addressee responds in each particular.

B. Name of the institution.

C. Name and title of person filling out this blank.

1. Does your institution offer instruction in sociology?

2. If so, (a) at what date was it introduced? (b) is it offered by a separate department of sociology? (c) if not so separated, under what department is it offered?

3. Number of courses offered under title of sociology, with duration of same, in hours per week and number of weeks. (Send also corrected printed list from catalogue when possible.)

4. Number and ranks of instructors devoted exclusively to sociology.
5. Number and ranks of instructors devoted partially to sociology: (*a*) their other subjects; (*b*) proportion of their time given to each subject.
6. Number of separate graduate and undergraduate registrations each in sociology in the year 1907-08.
7. Make a table like the following to show actual work in sociology in each of the courses in sociology for 1907-08.

Name of Course	Hours per Week	Number of Weeks	No. Graduates Enrolled	No. Undergraduates Enrolled

8. (*a*) Graduate registrations in the other social sciences named in Q. 13; (*b*) undergraduate registrations in the other social sciences.

9. Total registrations: (*a*) graduate in all departments of the institution; (*b*) undergraduate in all departments of the institution.

10. Make cross (x) against those of the following divisions (avoiding repetitions) of sociology which your plan of instruction recognizes: add any other divisions which you employ; indicate number of courses (as defined in [3] above) offered in each division; (*a*) methodology; (*a*) history of sociology; (*b*) general sociology; (*c*) descriptive sociology; (*d*) social psychology; (*e*) social technology; (*f*) urban sociology; (*g*) rural sociology; (*h*) ecclesiastical sociology; (*i*) biblical sociology; (*k*); (*l*); (*m*).

11. At what point in his curriculum is the student admitted to courses in sociology?

12. Specify opportunities which you offer for practical or technical social work in connection with sociological study.

13. Specify how you articulate, by way of prerequisites or otherwise, the instruction in sociology with that in: (*a*) philosophy and psychology; (*b*) education; (*c*) history; (*d*) economics; (*e*) political science; (*f*) sanitary and domestic science; (*g*) journalism. (Please erase any department among above not represented in your institution.)

14. To what extent is emphasis laid upon: (1) psychological method; (2) statistical method; (3) historical method; (4) theoretical sociology; (5) practical or applied sociology?

15. Express fully your judgment of the present tendencies of sociology, and your forecast of its future in your own institution. In this connection give statistical data if possible. Also give any other facts that you regard as important.

The questionnaire was not perfect and gave rise to some ambiguities. It also required more effort than many professors saw fit to give to the task, as may be noted from a study of the table. The main trouble came from questions 6, 7, 8, and 9. It was the intention of the writer to have the answer to No. 6 show the actual number of students taking sociology. The other three questions following were designed to bring out the number of registrations, for comparative study; to give some idea of the relative strength of sociology in relation to the other social and related sciences; and to show what proportion of the total number of registrations of the college, university, etc., were those in sociology and other related sciences. But, with two or three exceptions, Question 9 was answered to show the total number of students enrolled rather than the total number of registrations. Hence this comparison was made impossible. On the whole, a large amount of very valuable information was secured and will be found classified in Tables I, II, and III of this report. The year 1907-8 was used as a basis of the report, it being hoped that the report might be published by the close of the school year, 1908-9. In this the writer and the others concerned were disappointed.

Of the one hundred and seventy-three colleges, universities, and theological schools making an affirmative report, one, Yale University, began instruction in sociology in the graduate school as early as 1873. One other instituted sociology in 1880, one in 1883, one each in 1885, 1886, 1887, 1889, and 1890. In 1891, three started instruction in sociology; in 1892, two; and in 1893 the number introducing sociology jumped to seven, to be followed the next year by eleven, which number has not been since exceeded. In 1895, six opened up instruction in sociology; in 1896, the number dropped again to two; in 1897 it jumped to nine; in 1898 it dropped to three. For two years, 1899 and 1900, the number introducing sociology remained at eight each year. For 1901 it was six; for 1902 it was seven; and for 1903 it again reached eleven. In 1904 it fell to nine; in 1905 to seven. In 1906 it rose to eight, and in 1907 to nine. In 1908 it again rose to eleven; and up to the present time there have

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)
Columbia U.....	*	Soc. Sci.	3	6	$\frac{1}{2}$	26	—	660	—	—	—	25	200	—	—	Sen.	Yes
Cornell Coll.*.....	1900	Ecs. and Soc. Psy.	—	1	$\frac{1}{2}$	3	3	144	144	31*	1*	18*	1*	755	6	Sen.	Yes
Concordia Coll.....	—	Religious His.	—	1	—	1	1	—	—	5	—	5	—	—	—	Jun.	—
Dartmouth Coll.....	1893	Sociology	1	—	—	5	5	270	270	—	—	100	—	1136	140	Jun.	No
DeFauw U.....	1894	Sociology	1	—	—	11	3	480	136	290	—	—	—	607	8	Fresh.	Yes
Dickinson Coll.....	—	Hist. and Pol. Sci.	—	1	—	1	1	72	72	—	—	—	—	—	—	Jun.	—
Drew Theo. Sem.*.....	1909	Sociology	1	—	—	6	—	288	—	—	—	—	—	—	—	—	—
Drury Coll.....	1907	History	—	1	—	—	1	108	108	18	—	18	—	125	—	Jun.	—
Earlham Coll.*.....	1904	Hist. and Pol. Sci.	—	1	—	1	1	60	60	30	—	30	—	—	—	Jun.	Yes
Eureka Coll.*.....	1898	Soc. Sci.	—	1	—	2	2	76	76	12	—	6	—	—	—	Sen.	Yes
Ewing Coll.....	1904	Philosophy	—	1	—	1	1	180	180	15	—	15	—	—	—	Sen.	—
Findlay Coll.....	1902	Pol. and Soc. Sci.	—	1	—	2	2	114	114	34	—	—	—	—	—	Sen.	Yes
Fort Worth U.*.....	1909	Philosophy	—	1	—	1	1	72	72	1	—	1	—	—	—	Jun.	—
Franklin and Marshall	1900	Pol. and Soc. Sci.	—	1	—	2	2	108	108	102	—	51	—	1700	—	Sen.	—
Geo. Washington U.....	—	—	—	1	—	3	3	108	108	—	—	30	12	660	79	Jun.	Yes
Grand Island Coll.*.....	1894	Psychology	—	1	—	1	1	64	64	13	—	13	—	54	—	Sen.	Yes
Hamline U.....	1907	Pol. and Soc. Sci.	—	1	—	4	4	144	144	90	—	—	—	—	—	Jun.	Yes
Hampton Inst.....	1902	Hist. and Soc. Sci.	—	1	—	1	1	80	80	58	—	58	—	800	20	Sen.	Yes
Hartford Theo. Sem.....	1880	—	—	2	—	1	—	—	—	—	—	—	—	—	—	—	—
Hastings Coll.....	—*	—	—	1	—	1	1	—	—	—	—	—	—	—	—	—	—
Haverford Coll.†.....	1909	Economics	—	1	—	1	1	64	—	—	—	—	—	—	—	Jun.	—
Hedding Coll.....	1903	Philosophy	—	1	—	1	1	48	48	12	—	12	—	70	—	Jun.	—
Heidelberg U.....	1896	Hist. and Soc. Sci.	—	2	—	3	2	108	108	16	—	8	—	—	—	—	—
Hiram Coll.....	—	Pol. and Soc. Sci.	—	1	—	1	1	52	52	40	—	40	—	244	30	Jun.	—
Hobart Coll.†.....	1908	Ecs. and Soc.	—	1	—	3	—	144	—	—	—	—	—	—	—	Jun.	Yes
Hope Coll.....	1897	Economics	—	1	—	1	1	50	50	18	—	18	—	—	—	Jun.	Yes
Huron Coll.....	—	Economics	—	1	—	1	1	72	72	15	—	15	—	—	—	—	—
Illinois Coll.....	1903	Pol. Sci.	—	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Illinois Wesleyan U.....	1898	Sociology	1	1	$\frac{1}{2}$	7	3	285	144	63	2	—	—	230*	2*	Jun.	Yes
Indiana U.....	1886	Ecs. and Soc. Sci.	—	2	—	12	10	192	236	142	15	60	5	1926	125	Jun.	Yes
Iowa Coll.‡.....	1893	Ecs. and Ap'd Chris.	—	1	$\frac{1}{2}$	6	6	192	192	165	—	105	—	690	—	Soph.	—
James Millikin U.....	1903	Com. and Finance	—	2	—	2	2	72	72	26	—	13	—	284	10	Jun.	Yes
Juniaata Coll.....	1901	Soc. Sci. and Hist.	—	1	—	2	2	160	160	8	—	—	—	42	—	Jun.	Yes

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)
Olivet Coll.	1903	Sociology	—	1	1	3	2	216	144	40	—	—	—	208	—	Soph.	—
Oregon Ag. Coll.†	1908	Commerce	—	1	1	1	2	60	—	—	—	—	—	—	—	—	—
Oriental U.	1908	Sociology	1	2	8	2	2	760	380	—	—	—	10	62	54	Sen.	Yes
Ottawa U.	1904	Hist. Ecs. Soc.	—	1	2	2	2	90	90	23	—	—	—	—	—	Jun.	No
Pacific U.	1899	Hist. and Pol. Sci.	—	1	2	2	2	108	108	16	—	—	—	56	—	—	Yes
Park Coll.	1903	Hist. and Pol. Sci.	—	1	1	1	—	42	—	—	—	—	—	—	—	—	—
Penn. Coll.	1885	Ecs. and Soc.	—	1	1	1	1	54	54	9	—	9	—	140	—	Jun.	—
Pennsylvania Coll., G. . .	1885	Philosophy	—	1	1	1	1	24	24	16	—	16	—	244	—	Jun.	—
Pomona Coll.	1902	Ecs. and Soc.	—	1	6	3	3	432	216	47	—	37	—	315	—	Jun.	Yes
Purdue U.	—	Economics	—	1	1	1	1	51	51	34	—	34	—	204	—	Jun.	Yes
Ripon Coll.	1892	Sociology	—	2	4	4	2	234	108	37	—	27	—	206	8	Sen.	—
Roanoke Coll.	1899	Hist. and Soc. Sci.	—	1	—	—	—	—	20	27	—	—	—	—	—	Sen.	Yes
Rochester Theo. Sem. . .	—	Christian Eth., etc.	—	1	—	2	—	72	—	—	—	—	—	—	—	Sen.	—
Rockford Coll.	—	Pol. Ec. and Pol. Sci.	—	1	—	2	—	144	—	—	—	—	—	—	—	Sen.	No
St. Lawrence U.	1905	Hist. and Pol. Sci.	—	1	—	1	1	54	54	50	—	50	—	—	—	Sen.	No
St. Louis S. Soc. Econ. .	1907	—	2	*	—	15	1	—	—	—	—	—	—	—	—	Sen.	Yes
Shurtleff Coll.	1896	Pol. Sci.	—	—	—	1	1	50	50	5	—	5	—	127	—	Sen.	—
Simmons Coll.	1905	Ecs. and Soc. Sci.	—	3	—	3*	3*	120*	120*	159*	—	140*	—	570	—	Sen.	Yes
Smith Coll.	1893	Ecs. and Soc.	1	—	—	4	4	204	204	323	—	—	—	—	—	Jun.	Yes
Southwestern Kan. C. . .	1908	Education	—	1	—	4	1	90	90	23	1	23	1	325	15	Soph.	—
State Coll. of Washington	1899	Ecs. Sci. and Hist.	—	1	1	2	2	108	108	35	—	35	—	—	—	Jun.	Yes
State U. of Kentucky* . .	1908	Hist. and Pol. Econ.	—	1	1	2	2	80	80	130	—	65	—	750	—	Jun.	—
State U. of Wyoming . .	1887	Pol. Econ.	—	1	—	2	—	—	—	—	—	—	—	—	—	Jun.	—
Susquehanna U.	1898	Sociology	1	—	—	9	6	198*	123*	45	9	18	9	130	22	Sen.	No
Swarthmore Coll.	1905	Ecs. and Pol. Sci.	1	1	—	11	10	648	594	244	29	200	7	3147	58	Soph.	Yes
Syracuse U.	—	Sociology	1	—	—	11	—	144	—	—	—	—	—	—	—	Jun.	—
Tabor Coll.	1900	Hist. and Ecs.	—	1	1	1	—	—	—	—	—	—	—	—	—	—	—
Trinity Coll., N. C.	—	Ecs. and Soc. Sci.	—	1	1	1	1	54	57	17	—	17	1	263	13	Sen.	—
Tri-State Coll.	1906	Hist. and Pol. Sci.	—	1	1	1	1	60	60	15	1	15	1	200	20	—	No
Tufts Coll.	—	Pol. Sci.	—	1	—	1	1	54	54	—	—	—	—	—	—	—	—
Tulane U.	1901	Ecs. and Soc.	—	1	3	1	1	—	108	6	10	6	10	—	61	Jun.	Yes
Union Coll., Pa.	1893	Hist. and Soc.	—	1	—	—	—	72	72	22	—	22	—	300	—	Sen.	—
Union Theo. Sem.	1899	Christian Eth., etc.	—	2	—	—	—	—	—	—	—	—	—	—	—	—	—
U. of Arkansas	1901	Ecs. and Soc.	—	2	2	2	2	144	144	36	—	—	—	620	—	Jun.	—

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)
U. of California§.....	1906	Ecs., Pol. Sci.	1	—	—	8	—	342	—	—	—	—	—	—	—	Jun.	Yes
U. of Chattanooga.....	1904	Ethn. and Soc.	1	1	—	8	28	432	324	—	—	10	2	—	—	Jun.	Yes
U. of Chicago*§.....	1892	Soc. and Anth.*	6	—	—	100	6	3512	1200	520	449	325	391	—	—	Soph.	Yes
U. of Colorado.....	1900	Ecs. and Soc.	—	2	—	5	5	204	204	162	16	—	—	—	37	Jun.	Yes
U. of Denver.....	1903	Ecs. and Soc.	—	1	1	6	3	360	180	50	—	—	—	—	—	Jun.	Yes
U. of Georgia†.....	1900	Hist. Ed. and Phil.	—	2	—	4	4	—	—	—	—	—	—	—	—	Jun.	—
U. of Idaho*.....	1908	Pol. Sci.	1	—	—	4	4	216	216	48	—	—	—	—	2	Jun.	No
U. of Illinois§.....	1893	Sociology*	1	—	—	8	6	594	342	82	27	—	—	—	4965*	Soph.	Yes
U. of Kansas*.....	1889	Soc. and Ecs.	1	1	—	12	6	570	437	287	26	—	15	2100	110	Jun.	Yes
U. of Maine.....	1905	Ecs. and Soc.	—	1	1	6	6	252	252	104	2	52	2	776	21	Jun.	Yes
U. of Michigan.....	1894	Pol. Econ. and Soc.	1	2	1	10	10	388	388	395	12	300	—	4800	259	Jun.	Yes
U. of Minnesota.....	1894	Soc. and Anth.	1	2	—	15	—	—	—	400	20	—	—	4523	107	Jun.	Yes
U. of Missouri.....	1900*	Sociology	2	1	—	19	17*	992	832*	352*	42*	239*	14*	2688	160	Soph.	Yes
U. of Montana†.....	1909	Hist. and Pol. Econ.	1	—	—	3	—	162	—	—	—	—	—	190	7	Sen.	Yes
U. of N. Dakota*.....	1904	Sociology	1	—	—	10	7	540	468	91	7	—	—	650	6	Jun.	Yes
U. of Oklahoma*.....	1905	Soc. and Ecs.	1	1	—	9	7	—	324	125	—	—	—	650	6	Jun.	Yes
U. of Oregon.....	1895	Ecs. and Soc.	1	1	1	8	—	180	72	21	1	21	1	529	9	Jun.	—
U. of the Pacific*.....	1899	Hist. and Pol. Sci.	—	—	—	2	2	110	110	9	—	5	—	—	—	Jun.	—
U. of Pennsylvania§.....	1894	Sociology	3	—	—	2	2	480	—	150	50	—	—	2668*	336*	Soph.	Yes
U. of Pittsburgh.....	1903	Economics	—	2	—	3	3	200	200	12	6	10	6	81*	16*	Jun.	Yes
U. of S. Carolina.....	1905	Philosophy	—	1	1	2	1	144	72	8	1	8	1	203	12	Jun.	Yes
U. of South'n California§.....	1901	Ecs. and Soc.	—	1	1	4	4	190	190	125	5	—	—	363	8	Soph.	Yes
U. of the South.....	—	Theol. Ecs.	—	3	—	2	1	—	—	—	3	—	3	139*	18*	—	Yes
U. of South Dakota.....	1897	Ecs. and Soc.	—	1	1	2	1	162	108	11	2	11	2	350	11	Soph.	—
U. of State of Florida†.....	1906	Hist. and Ecs.	—	1	—	2	2	108	—	—	—	22	—	617	—	Sen.	—
U. of Utah.....	1894	Ecs. and Soc.	—	1	1	4	2	288	144	23	—	—	—	—	—	Fresh.	—
U. of Virginia.....	—	Psychology	—	1	—	1	1	120	—	—	—	—	—	—	—	—	—
U. of W. Virginia.....	1897	Ecs. and Soc.	—	1	—	3	—	180	—	—	—	—	—	—	—	—	—
U. of Washington.....	1895	Pol. and Soc. Sci.	—	1	1	2	2	144	144	33	—	24	—	1314	40	Jun.	Yes
U. of Wisconsin§.....	1895	Pol. Econ.	1	2	—	8	6	320	256	130	53	—	—	1762*	232	Jun.	Yes
U. of Wooster*.....	1897	No depts.	—	1	—	1	1	108	108	25	6	25	—	650	—	Sen.	Yes
Ursinus Coll.....	1906	Pol. Sci.	—	1	—	1	1	54	54	6	—	6	—	123	—	Sen.	No
Vassar Coll.....	1891	Ecs. Psy.	—	2	—	3	3	153	153	86*	—	—	—	1014	—	Sen.	No
Wake Forest Coll.....	1903	Pol. Econ.	—	1	1	1	8	72	234	25	3	25	—	385	—	Sen.	Yes
Washington Coll.....	1900	Sociology	1	—	—	8	8	234	234	112	3	—	—	374	—	Soph.	Yes
Washington U.*.....	—	Sociology	1	1	—	5	2	432	—	—	—	—	—	263	5	Jun.	—
Wash. and Jeff. Coll....	1901	Philosophy	—	1	—	2	2	72	72	36	1	36	1	—	—	—	—

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)
Wells Coll.....	1904	Pol. Econ. and Soc.	—	I	$\frac{1}{2}$	4	2	180	90	20	—	10	—	180	—	Jun.	—
West'n Maryland Coll...	1906	Hist. and Ecs.	—	I	—	I	I	33	33	20	—	20	—	200	—	Jun.	Yes
West'n Reserve U.....	1907	Sociology	2	—	—	8	8	432	432	134	17	—	—	546*	20*	Jun.	Yes
Westminster Coll., Pa....	1903	Hist. and Pol. Sci.	..	I	—	I	I	72	72	20	—	20	—	200	—	Sen.	No
Wheaton Coll.*.....	1893	Economics	—	I	—	I	I	18	18	10	—	10	—	73	—	Sen.	—
Whitman Coll.*.....	1907	Economics	—	I	$\frac{1}{2}$	2	2	216	216	34	I	21	I	211	—	Sen.	Yes
Whitworth Coll.....	1904	Hist. and Ecs.	—	I	—	I	I	40	40	7	—	7	—	70	—	Sen.	Yes
Williamette U.....	—	Soc. Sci.	—	I	—	I	I	54	54	20	—	20	—	175	—	Sen.	Yes
Wm. Jewell Coll.*.....	—	Hist. and Pol. Sci.	—	I	—	I	I	75	75	47	6	47	6	249*	15*	Sen.	Yes
Wittenberg Coll.....	1890	Hist. and Soc. Sci.	—	I	—	I	I	36	36	12	—	12	—	—	—	—	Yes
Wofford Coll.....	1899	Hist. and Ecs.	—	I	—	I	I	216	216	36	62	62	—	287	—	Jun.	Yes
Woman's Coll., Md.....	1897	Ecs. and Soc.	—	I	$\frac{1}{2}$	2	2	224	224	16*	I*	16*	I*	339	2	Soph.	Yes
Yale U.†.....	1873	Sociology	2	I	$\frac{2}{3}$	19	—	1098	244	—	—	40	12*	2379	385	Jun.	Yes

EXPLANATIONS TO TABLE I

Column 1.—*, Report made for the year 1908-9; †, The course just introduced, instruction never yet given; ‡, Information indefinite; §, Other departments of the institution give instruction which may be counted as sociology.

Column 2.—*, Instruction first given in sociology in Columbia University by Professor Mayo-Smith many years ago; exact date undetermined. University of Missouri: This date marks the introduction of a separate department; occasional courses had been offered before. Hastings Coll.: * Indefinite.

Column 3.—U. of Chicago: *, Data for anthropology not included in this report except for the number of courses and hours offered. U. of Illinois: *, Some courses given by the departments of philosophy and economics are definitely sociology.

Column 5.—*, Instruction connected with that of Washington U.

Column 7.—Northwestern U.: *, Does not include the instruction given in Garrett Biblical Institute. Simmons Coll.: *, Does not include instruction in the School for Social Workers with which it is affiliated.

Column 8.—Cent. U. of Kentucky: *, Not given in 1908-9. Northwestern U.: *, See *ibid.*, Col. 7. Simmons Coll.: *, See *ibid.*, Col. 7. U. of Missouri: *, Includes summer school, regular session, 15 courses.

Column 9.—Brown U.: *, Indefinite information. Northwestern U.: *, See *ibid.*, Col. 7. Simmons Coll.: *, See *ibid.*, Col. 7. U. of Missouri: *, Includes hours not included in either these figures or those of Col. 10.

Column 10.—Northwestern U.: *, See *ibid.*, Col. 7. Simmons Coll.: *, See *ibid.*, Col. 7. Susquehanna U.: *, See *ibid.*, Col. 9. U. of Missouri: *, See *ibid.*, Col. 8; regular session 736.

Column 11.—Cornell Coll.: *, Statistics for only two courses here given. Lawrence Coll.: *, Statistics for two courses only. Louisiana State U.: *, Statistics for one course only. Northwestern U.: *, See *ibid.*, Col. 7. Simmons Coll.: *, See *ibid.*, Col. 7. U. of Missouri: *, See *ibid.*, Col. 8; in regular session, 302. Vassar Coll.: *, Statistics for one course only.

Column 12.—Cornell Coll.: *, See *ibid.*, Col. 11. Lawrence Coll.: *, See *ibid.*, Col. 11.

Column 13.—Cornell Coll.: *, See *ibid.*, Col. 11. Louisiana State U.: *, See *ibid.*, Col. 11. Northwestern U.: *, See *ibid.*, Col. 7. U. of Missouri: *, See *ibid.*, Col. 8; in regular session, 108. Woman's Coll., Maryland: *, See *ibid.*, Col. 11. Yale U.: *, Not all courses included.

Column 14.—Cornell Coll.: *, See *ibid.*, Col. 11. U. of Missouri: *, See *ibid.*, Col. 8; in regular session, 11. Woman's Coll., Maryland: *, See *ibid.*, Col. 11. Yale U.: *, See *ibid.*, Col. 13.

Column 15.—Illinois Wesleyan U.: *, No preparatory students included. Leland U.: *, Ditto. New York U.: *, Students in professional schools omitted. Northwestern U.: *, Ditto. Oberlin Coll.: *, Ditto. Ohio State U.: *, Ditto. U. of Idaho: *, Preparatory students included. U. of Illinois: *, Ditto. U. of Pittsburgh: *, College Dept. only. U. of S. Dakota: *, Only College dept. and Theology. U. of Wisconsin: *, College of Arts and Science only. Western Reserve U.: *, Professional schools not included. Wm. Jewell Coll.: *, Figures for year 1907-8. U. of Pennsylvania: *, Professional schools not included.

Column 16.—*, Corresponding to figures for same school in Col. 16.

Where dashes occur, it means that no report as to this particular point was made.

TABLE II
(INCLUDES ONLY THE COLLEGES, UNIVERSITIES, ETC., REPLYING TO THE QUESTIONNAIRE)

Name of Institution (1)	Regis- trations in Sociol- ogy (2)	Registrations in Other Social Sciences (3)	Divisions of Soc. Covered by Plan of Instruction (4)	Prerequisite or Co-ordinate Requirements (5)	Methods and Extent Emphasized (6)
Adelphi Coll.	130	Pp73. Ed95. H110. E71	<i>a-c, f, g, l</i>	H. E1	PR
Agri. Coll., Utah.	10	H125. E86. P35	<i>b</i>	E1	TH. PR
Alma Coll.	12	100	<i>a-d, f, g</i>	Pp1. H2. E1	ps. th. pr
Antioch Coll.	18	18	<i>b-d, e, k</i>	Pp1. E1. P1	th. PR
Atlanta U.	19	68	<i>b, e, k</i>	Pp1.† Ed1.† H1. E1. P1	ps. st. h. th. PR
Auburn Theo. Sem.	79	—	<i>c, f-i</i>	none	H. PR
Bates Coll.	—	—	<i>b</i>	—	—
Blackburn Coll.	6	—	<i>b, c</i>	Pp2, Pp1.† H4. E1.† P1.†	PS. PR. st. h
Beloit Coll.	43	Pp130. Ed60. H284. E145. P68	<i>a2-d, f</i>	E1	PS. st. h. th. PR
Brown U.	280	—	<i>a2, b, d-f</i>	—	st. H. TH. pr
Butler U.	59	E4. P8	<i>a2-c</i>	Pp1. H1. E1	PS. st. h. th. pr
Carthage Coll.	4	50	<i>b, i</i>	Pp1. H3. E1. P1	PS. H
Cent'l U. of Kentucky ..	—	—	<i>a, c, d</i>	Pp.† H3. E.† P.†	—
Clark Coll.	18	E62. P24	<i>a, c, f, k</i>	Pp4. H1. E1. P1	ps. st. H
Colgate U.	67	Pp168. Ed36. H62. E50. P22	<i>b, e, f, k</i>	Pp1. E1	ps. th. PR
Columbia U.	225	—	<i>a-g, k, n</i>	Pp1. Ed.* H1. E1	ST. H. th. pr. PS
Concordia Coll.	—	—	<i>a, h, i</i>	Ed. H. P	H. PR
Cornell Coll.	32	Pp59. Ed178. H84. E42. P32. S813	<i>b, d, e</i>	—	—
Dartmouth Coll.	—	—	<i>a2, c-e, k, l</i>	—	H. st. ps. pr. (th)
DePauw U.	290	Pp230. Ed255. H94. EP298	<i>b-f, h</i>	None	PS. st. H. th. pr
Drury Coll.	18	33	<i>b</i>	—	—
Earham Coll.	30	—	<i>b, e</i>	Pp1. H2. E1. P1	H. PR
Eureka Coll.	12	—	<i>c, d</i>	Pp1.† Ed1. H1. E1	ps. h. PR
Ewing Coll.	15	—	<i>b, c</i>	Pp1. E1	PS
Findlay Coll.	34	—	<i>a2, d, h, i</i>	Pp1. Ed1. H1. P1. E1.* P1*	st. h. th. pr
Fort Worth U.	1	Pp4	<i>a-d, f, g</i>	—	—
Franklin and Marshall ..	102	E38. P57	<i>b, e</i>	E1	TH
Geo. Washington U.	42	H, E, P209	—	—	ST. TH

(1)	(2)	(3)	(4)	(5)	(6)
Grand Island Coll.....	13	Pp4. Ed7. Hr9. E3	<i>b d, e</i>	Pp2. H3. Er	PS. th. pr. (st). (h)
Hamline U.....	90	Ed58. E58. P49. Hr107. Ss300	<i>b, d, e, i</i>	Pp1. E2	PS. h. th. pr
Haverford Coll.....	58		<i>b, d, f, g, i</i>	Hr. P1	St. PR
Hedding Coll.....	12	Pp52. E25. H35	<i>b, c</i>	Pp.	th. H
Heidelberg U.....	16		<i>b, d, f, g</i>	Pp1. H3. Er. P1	PS. st. h. th. PR
Hobart Coll.....	18		<i>b, d, f-h</i>	Pp1.	PS. th
Hope Coll.....	18		<i>a2, c</i>	None	PS. st. H. th. pr
Illinois Wesleyan U.....	165	Pp57. Ed19. H and P60. Er109. Ss50	<i>a-e</i>	Pp1. Hr. Er. Ss*	<i>ps. st. H. th. PR</i>
Indiana U.....	137	425	<i>a2-c, e, f</i>	Hr. Er. Ss1	<i>ps. st. h. th. PR</i>
Iowa Coll.....	165	750	<i>a2-d, f-i, m</i>		<i>ps. st. h. th. PR</i>
James Millikin U.....	13		<i>b-d</i>	Pp2. Hr. P1	
Juniata Coll.....	18	E6	<i>b, c</i>	Er.† P1†	<i>ps. st. H. th</i>
Keuka Coll.....	2	E4	<i>b</i>	Pp4.† Ed2.† H. E.* P.*	(ps). st. h. TH. (pr)
Lake Erie Coll.....	5	Pp33. Ed7. Hr16. E4. Ss3. J3.	<i>b</i>	Pp1. Hr	PS. st. H. th. pr
Lawrence Coll.....	74	230	<i>a-d, f-h</i>	Hr. Er	<i>ps. st. H. th. PR</i>
Lebanon Valley Coll. ...	3		<i>b, e, m</i>	Edr. Hr†. P1. Ppr*. Er*	PR
Leland U.....	7	E4	<i>b</i>		
Lenox Coll.....	11	Er15	<i>b, d, e, k, m</i>	Pp1. Hr. P1	
Louisiana State U.	23	Pp75. Ed74. H202. E51			h. PR
McCormick Theo. Sem.	63		<i>b, i</i>	Pp3. H2. Er*	
McMinnville Coll.....	5	Pp8	<i>b</i>	None	
Marietta Coll.....	20	77	<i>b</i>	Pp1. Edr.† Hr. Er. P1	
Marshall Coll., W. Va. .	65	1487	<i>g</i>		
Massachusetts Agri. Coll	—		<i>b-d, e, m</i>	Er	PS. PR
Meadville Theo. Sem....	39		<i>a-g, f, g</i>	Pp1. Hr. Er. P1	PS. st. H. th pr
Miami U.....	147	Pp70. Ed105. Hr118. E71	<i>a-b, f, g</i>	None	
Michigan Agri. Coll.	—		<i>b, d-g</i>	Pp1. H3. Er.† P1†	H. PR
Midland Coll.....	9		<i>b</i>	Pp. E	PS. PR
Mills Coll.....	23	Er14		Pp1. Hr. Er. P1	PS. TH
Millsaps Coll.....	14	Hr04. E31. P17	<i>a, c, e</i>	None	<i>ps. st. h. TH. pr</i>
Missouri Valley Coll....	26		<i>a2, b, d, i</i>		
Moore's Hill Coll.....	—		<i>a1-f, m</i>	Pp1	<i>ps. st. h. PR</i>
Mount Holyoke Coll....	169	Pp467. Edr25. H684			

(1)	(2)	(3)	(4)	(5)	(6)
Muhlenberg Coll.	28	45	<i>b</i>	Pp. Ed.† H. E. P	PR
New York U.	68	—	<i>a-d</i>	Pp1. Hr. Ei. P1	PS. (st). h. TH. pr
Northwestern Coll.	16	—	<i>a2-d, f, g</i>	Pp2. Ei	ps. TH. pr
Nebraska Wesleyan U.	35	—	<i>a1-c, d, f, m</i>	Pp1. Hr. Ei	PR
Northwestern U.	45	Pp251. Ed74. H351. E120. P81	<i>b, d, f, h, i</i>	None	ps. th. PR
Oberlin Coll.	42	P62	<i>a2-d, f</i>	—	st. TH. pr
Oberlin Theo. Sem.	8	—	<i>h, i</i>	Ed1*	st. ps. h. th. PR
Ohio State U.	122	—	<i>a2-e, m</i>	—	H. th. pr
Ohio Wesleyan U.	30	—	<i>b, e, m</i>	Hr. Ei	—
Olivet Coll.	40	—	<i>a2-d, f, g</i>	—	PS. st. h. th. pr
Oriental U.	10	—	<i>a-e</i>	—	TH. PR
Ottawa U.	23	—	<i>b, a1, e</i>	Pp1. Hr. Ei. P1	PR
Pacific U.	16	Pp11. Hr17. E15. P6	<i>b, f, g</i>	Pp1. H2. Ei	PS st. th
Penn Coll.	9	—	<i>b, d</i>	—	—
Pennsylvania Coll., Gettysb.	16	E16	<i>b, d</i>	Pp1. Ed1.*	PS
Pomona Coll.	47	Pp74. H78. E60. P12	<i>a2-c, f</i>	Pp1. Ei	ps. st. H. th. PR
Purdue U.	34	H153. E72	<i>c, d</i>	—	PS
Ripon Coll.	37	—	<i>b, g, h</i>	Pp.* Ei	—
Roanoke Coll.	27	—	<i>c</i>	—	—
St. Lawrence U.	50	—	<i>a2-c, h</i>	Pp1. H. Ei	st. ps. H. TH. pr
Shurtleff Coll.	5	—	<i>b</i>	Pp1	—
Simmons Coll.	159	—	<i>a1, b, c, e, f</i>	Pp2. Hr. Ei	—
Smith Coll.	323	Pp. and Ed. 484.* Hp. 771.* E104*	<i>a2-f</i>	—	—
Southw'n Kan. Coll.	24	H15	<i>b-d, f</i>	Pp1	st. ps. h. th. PR
St. Coll. of Washington	35	H200. Other 200	<i>b-e, g</i>	Pp1. H2. Ei. P1	PS. st. h. PR
St. U. of Kentucky	130	H135. E20. P35	<i>d, e, m</i>	Hr	ps. st. h. TH. PR
Susquehanna U.	54	Pp33. Ed12. Hr1. Err. P. 5 Ssr17	<i>a2-d, f-i</i>	—	H. PR
Syracuse U.	273	Pp3.* Ed5.* H5.* E53. P17	<i>b-e, h, m, n</i>	—	PS. h. st. th. pr
Trinity Coll., N. C.	17	—	<i>c</i>	—	ps. st. h. TH. PR
Tri-State Coll.	16	—	<i>a2-c</i>	Pp1. H3. Ei	—
Tulane U.	16	Pp8.* H12.* E5.*	<i>a2-c, e, k</i>	—	—
Union Coll., Pa.	22	H200. E50	<i>b, c, f</i>	—	ST. PR
Union Theo. Sem.	—	—	<i>a, c, d, f, h, i</i>	—	PS. st. H. PR

(1)	(2)	(3)	(4)	(5)	(6)
U. of Arkansas.....	36	—	<i>b, f</i>	Hr. Er. Pr	ST. H
U. of California.....	—	—	<i>a2, c, e, m</i>	—	th. PR
U. of Chattanooga.....	—	—	<i>a2-e</i>	Pp. H	—
U. of Chicago.....	969*	[S3309 Pp. E2158. Hr952. E7051. P614. Pp 361. Ed125 H216. E215. S877 E200	<i>a-h, k, m</i> <i>a-g</i>	Ppr. Hr. Er†	All used
U. of Colorado.....	50	—	<i>a2-e</i>	—	ps. st. h. th. pr
U. of Denver.....	—	—	<i>d, e, g, m</i>	Ppr. Er.	ST. h. th. PR
U. of Georgia.....	178	—	<i>a1, b-e</i>	None	PS. st. h. th. PR
U. of Idaho.....	48	—	<i>a-f</i>	Ppr. Ed1. * S81*	ps. st. H. TH. pr
U. of Illinois.....	109	Pp674. Ed202. H956. E1485. P41* S3329. J37 2221	<i>a-e, g, k</i> <i>a2-g</i> <i>a1-h</i>	Er† H. E	All used
U. of Kansas.....	313	—	<i>a-e, k, n</i>	—	ps. st. H. th. PR
U. of Maine.....	106	—	<i>a-g, k</i>	None	h. PS. PR
U. of Michigan.....	17*	Pp62. * Ed29. * H and P30. * E18*	<i>b, c, e, m</i>	Ppr. Hr. J* Ss. * E	ps. ST. h. th. pr
U. of Minnesota.....	420	3260	<i>b-d, f, g, i, n</i>	Hr. Er	PS. ST. h. th. PR
U. of Missouri.....	341	Pp409. Ed363. H470. E303. P108 E60	<i>a-h, k</i>	—	—
U. of Montana.....	—	Pp47. Ed159. H71. E69. P4. J9 Pp25. Ed16. Hr60. E120. P45. J16 602	<i>b-d</i>	None	ps. st. H. th. pr
U. of N. Dakota.....	16	—	<i>b, c, e, k, m</i>	H2. Er. Pr	ps. st. h. th. PR
U. of Oklahoma.....	125	—	<i>b, c, e, k, m</i>	—	PR
U. of Oregon.....	22	—	<i>a1, b, d</i>	Ppr. Hr. Er	ps. st. h. TH. PR
U. of Pennsylvania.....	200	6*	<i>a1, b, d</i>	Pp3. Ed1. H. E. P	ps. st. H. TH. pr
U. of Pittsburgh.....	18	—	<i>a1, b, e, m</i>	Er	H. pr
U. of S. Carolina.....	9	200	<i>b, d, e</i>	None	ps. st. h. th. PR
U. of the South.....	3	181†	<i>b, c, f</i>	Ppr. * Er	—
U. of South'n California.....	126†	Ed83. H83	<i>a-c, e</i>	Ed1. * P1. * J1 * Ppr. † Ed1. † Er†	PS. st. H. th. pr
U. of S. Dakota.....	13	41	<i>b, d</i>	—	PS. st
U. of Utah.....	23	—	<i>b, d</i>	Ppr. Ed. * Er	H. PR. th
U. of Virginia.....	—	—	<i>b-d, e, f, k, m</i>	H. E. J3 *	ps. st. h. TH. PR
U. of W. Virginia.....	—	—	<i>b, c, e, n</i>	Ppr. Er. † Pr	st. h. TH (PS). pr
U. of Washington.....	33	—	<i>a1, b, d</i>	Pp2. H2. E2. P2	TH. pr
U. of Wisconsin.....	181	—	<i>c-e</i>	Hr. Er	H. ps. pr
U. of Wooster.....	25*	E79. † P19. * 22	<i>b, d</i>	Ppr. Hr. Er	PS. st. h. th. pr
Ursinus Coll.....	6	—	—	—	—
Vassar Coll.....	—	—	—	—	—
Wake Forest Coll.....	25	HEP350	—	—	—

(1)	(2)	(3)	(4)	(5)	(6)
Washburn Coll.	115		<i>b-e, h-i, m</i>	—	ps. st. H. TH. pr
Washington U.	80†		<i>a2, b, d-g</i>	—	PS. st. pr
Wash. and Jeff. Coll.	20	200†	<i>b-g, k, m</i>	—	ps. st. h. TH. PR
Wells Coll.	20	HEP98	<i>a1, b, c, e</i>	E1	ps. st. h. pr. (th)
Western Md. Coll.	151	H150	<i>a1-c, e, m</i>	Ppr. * Edr.† H2. E1.† Pr*	(ps) st. h. th. PR
Western Reserve U.	20		<i>a1-d</i>	None	PS. H. th. pr
Westminster Coll., Pa.	20	Pp30. Ed25. H75. E45. P50	<i>a1, m</i>	Ppr. Edr.† Hr. E1. P1	ps. (st) H. pr
Wheaton Coll.	10	Pp12. Ed14. H44. E8. P12. S810	<i>b, e, m</i>	Ppr. Hr. E1. P1	H. th. pr
Whitman Coll.	34	Pp68. Ed5. E26. H and P50	<i>a-i</i>	E1	ps. st. h. th. pr
Whitworth Coll.	7	Pp and Ed10. H28. E8	<i>b-h</i>	Ppr.† Edr.† Hr. E1	ps. st. H. th. pr
Willamette U.	20	65	<i>a2-d</i>	H3	PR
Wm. Jewell Coll.	53	H229. E128. P34	<i>b-e</i>	E1	TH. pr
Wittenberg Coll.	12		<i>b-e</i>	Ppr. Hr. E1	th. PR
Woford Coll.	62	H140. E62	<i>a-c, e-k</i>	None	(ps). st. h
Woman's C., Baltimore.	—				
Yale U.	—				

EXPLANATIONS TO TABLE II

Column 2.—U. of Michigan: *, Only graduate registrations given. U. of Southern California: †, Approximately correct. Washington and Jefferson Coll.: †, Ditto. U. of Wooster: *, Elective course. U. of Chicago: *, Registrations for anthropology and ethnology not included.

Column 3.—Trinity Coll.: *, Graduate registrations only. U. of Illinois: *, Ditto. U. of Michigan: *, Ditto. U. of Southern California: †, Approximate. Washington and Jefferson Coll.: †, Ditto. Tulane U.: *, Graduate registrations only. Smith Coll., Pp. and Ed.: *, 351 required, 133 elective; H and P: * 410 required, 361 elective; E: *, all elective. U. of Wooster: *, Elective; †, required.

Column 4.—*k, l, m, n*, were made up after the replies were in, to fit some of the varying classifications. Consequently they have somewhat limited application. Most courses dealing with social problems in a general way, especially with respect to remedial and preventive sociology, are included under (e).

Column 5.—The *plain* letter stands for a prerequisite to sociology; the numeral following the letter indicates how many courses are required; the (*) following the letter indicates that sociology is prerequisite to the subject; the (†) following the letter indicates that both this subject and sociology are taken co-ordinately. Pp. stands for philosophy and psychology; Ed. for education or pedagogy; H for history; E. for economics; P. for political science; Ss. for household science home economics, etc.; J. for journalism; †, prerequisite for graduates only.

Column 6.—ps. stands for psychological method; st. for statistical; h. for historical; th. for theoretical; pr. for practical. Capitals represent *large* emphasis; Plain letters represent *medium* emphasis; Italics represent *small* emphasis; parentheses represent *not used*; omission represent not reported on.

Where dashes occur, no report has been made on this particular matter. Such is also the case with omissions.

TABLE. III—STATE NORMAL SCHOOLS
(Includes only those schools which replied to the questionnaire. The facts herein contained were furnished by the schools here listed.)

Name of Institution (1)	Year Introduced (2)	No. In- structors (3)	Time Given to Soc. (4)	No. Courses (5)	No. Hours the Year (6)	No. Regis- trations (7)	No. Registrations in Other Soc'l Sci's (8)	No. Stu- dents in School (9)	Articulation (10)	Divisions Recognized (11)	Year of Admittance (12)	Opportun- ity for Prac- tical Work (13)	Methods (14)
St. N. S., San José, Cal...	—	1	—	2	—	—	—	—	—	—	—	—	PS
Colorado St. N. S., Greeley	1905	1	1	3	180	103	550	675	Ps. I. Ed. I.	<i>d, n</i> <i>a2-c, k</i>	Sen.	Yes	ps. st. H. th. pr
Florida St. N. and Ind. S., T.*	1908	1	—	1	48	16	—	—	None	<i>b</i> <i>b, d, g</i>	Sen.	—	—
Lewiston St. N. S., Idaho	1907	1	1	1	100	21	—	200	Ps2. Ed. *H. E. I. Ss. I.†	—	Sen.	No	PS. ST. (h). (th)
Illinois St. N. U., Normal*	1908	1	1	1	60	8	E75	8,060	E. I.	<i>a-c, e</i> <i>b</i>	Sen.	Yes	H. PR. st
Southern Illinois N. U.	1902	1	—	1	60	2	—	607	Ed	<i>c, d, f, g</i> <i>d</i>	Sen.	—	TH
Western Illinois St. N. S.	1907	1	—	1	60	40	—	—	—	<i>a2, b, f, g</i> <i>d</i>	—	—	PS
Boston N. S., Mass.	—	1	—	—	60	—	—	220	—	—	Sen.	Yes	PR
St. N. S., Lowell, Mass.	—	1	—	1	60	—	—	—	—	—	Sen.	—	PS
Westfield St. N. S., Mass.†	1909	1	—	1	60	—	—	—	—	—	Sen.	—	PS
Central St. N. S., Mich.*	1908	1	1	1	60	30	400	900	None	<i>c</i>	—	No	(ps.) st. h. (th)
Western St. N. S., Mich.	1906	3	—	2	96	9	—	468	—	<i>a2-c, g</i> <i>c, e</i>	Sen.	—	H. PR
Duluth St. N. S., Minn.	1902	1	—	1	65	—	—	—	—	<i>c, e</i>	—	Yes	PR
Mankato St. N. S., Minn.	1900	1	—	1	60	45	—	—	—	<i>b, c</i> <i>b-d</i>	—	—	PR
St. N. S., Springfield, Mo.	1907	1	—	1	60	6*	—	—	H	—	—	—	H. ps
Montana St. N. C., Dillon*	—	1	—	1	90	2	Pp. Ed. H. E. P. required	158	Ps. E. H. P. E. I.*	—	Soph.	—	—
St. N. S., Mayville, N. D.*	1907	1	1	1	60	6	Pp56. Ed56. H.280. E6. P7	354	H2. E. I.* P. I.*	<i>b</i>	Jun.	—	H. th. pr
St. N. S., Valley Cy., N. D.	1892	1	1	1	60	12	—	623	Ps. Ed. H. E	<i>b</i>	Jun.	No	—
N. C. of City of New York*	1908	1	1	1	114	15	Pp566. Ed202. H344. E38. SS221	8000*	—	<i>a2-d, f</i>	Sen.	Yes	PR
St. N. S., Madison, S. D.	1906	1	1	1	60	50	—	—	Ps. I. E. I.*	—	—	—	—

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
N-W. St. N. S., Okla.† . . .	1909	1	—	1	65	—	—	—	—	b	—	—	—
North'n N. and Ind. S., S.D.*	1902	1	$\frac{1}{8}$	1	95	15	90	550	Ps. Ed. H. E.† P.† Ss	c, d	Soph.	—	ps. st. h. th. PR
St. N.S., Bellingham, Wash.	1900	1	$\frac{1}{4}$	1	80	60	—	—	—	a2 b	Sen.	—	ps. st. H. pr
St. N.S., Athens, W. Va.*	1908	1	—	1	60	30	—	—	Ps	b	—	—	—
St. N.S., Milwaukee, Wis..	1896	1	$\frac{3}{8}$	1	160	60	H60. Geog. 150	450	—	a2-d, f, g	Jun.	Yes	ps. st. h. th. PR
St. N. S., Oshkosh, Wis....	1903	1	$\frac{1}{8}$	2	93	15	506	2,020	—	a-e	Sen.	No	ps. st. H. th. pr

EXPLANATIONS TO TABLE III

Column 1.—*, Statistics are for 1908-9 instead of for 1907-8 as is ordinarily the case. †, Instruction has not yet been given.

Column 7.—*, Elective.

Column 9.—*, No preparatory students included. All other matters the same as in Table II.

TABLE IV

(Institutions not reporting. Data obtained from the catalogues of the institutions. Points about which facts were uncertain have been left blank. In determining the number of hours of instruction given within the year, the *term* has been treated as twelve weeks in length, the *semester* as eighteen weeks in length, where information to the contrary was not available in either case.)

Name of Institution	Year*	Dept.	Instr. Full Time	Instr. Part Time	Number Courses	No. Hours per Year	Year Admitted	Practical Work	Divisions of Sociology Recognized
Albany Coll.....	1909	Econ. and Sociology	—	1	2	144	—	Yes	b, m
Albion Coll.....	1909	Economics	—	1	3	162	—	—	c, e, n
Albright Coll.....	1909	Econ. and Soc.	—	1	1	72	Sen.	—	b
Alfred U.....	1909	Phil. and Ed.	—	1	3	144	—	—	a, b, e, k
Amherst Coll.....	1909	Economics	—	1	2	—	—	—	b, d, e
Barnard Coll.....	1909	Econ. and Soc. Sci.	—	3	3	216	—	Yes	b, e, f
Bellevue Coll.....	1908	Pol. and Soc. Sci.	—	1	3	164	—	—	b, c, e, k
Beaver Coll.....	1907	Econ. and Soc. Sci.	—	1	2	108	Sen.	—	b-e
Berea Coll.....	1905	Pol. Sci.	—	1	1	60	—	—	b, e
Blackburn Coll.....	1907	Soc. Sci.	—	1	2	108	Jun.	—	a-c, e
Bishop Coll.....	1907	Phil. and Ped.	—	1	1	54	Sen.	Yes	b
Bible Teachers Tr. S., New York	1909	Prac. Theol.	—	1	1	72	—	Yes	e, f, h
Brigham Young U.....	1908	Hist. and Soc. Sci.	—	1	1	90	—	—	a, d
Bryn Mawr Coll.....	1909	Econ. and Pol.	—	2	3	334	Soph.	Yes	a, b, c, e
Buchtel Coll.....	1909	Econ. and Pol. Sci.	—	1	1	162	—	—	a-c
Bucknell U.....	1908	Sociology	1	—	5	204	—	—	a-c, e, f
Burleson Coll.....	1905	Econ. and Pol. Sci	—	1	1	36	—	—	a2-c
California Coll.....	1908	Soc. and Pol. Sci.	—	1	2	—	—	—	b-d
Campbell Coll.....	1907	Hist. and Econ.	—	1	2	36	Jun.	—	b, c
Canisius Coll., Buffalo	1908	Pol. Econ.	—	1	1	24	Sen.	—	b, c, e
Carroll Coll.....	1909	Sociology	—	1	2	108	—	Yes	b, c, e, h, i
Cath. U. of America.....	1906	Sociology	1	—	7	738	—	—	a-e, d
Cedarville Coll.....	1904	Pol. Sci. and Soc.	—	1	1	60	Sen.	—	b
Cent. Pa. Coll.....	1902	Hist. and Econ.	—	1	1	60	Sen.	—	b, c
Central U. of Kentucky.....	1907	Pol. Econ. and Pol. Sci.	—	1	1	36	Sen.	—	b
Cent. Wes. Coll., Missouri.....	1909	Sociology	—	1	1	54	Jun.	—	a, e
Christian Bros. Coll.....	1904	Economics	—	1	1	—	—	—	

*The date here given refers to the year of issue of the last catalogue available for examination. The dates do not all correspond, but as instruction in sociology has been steadily on the increase for several years, the data may be considered as representative without any suspicion of a compliment to sociology itself.

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Clark U.	1909	Anth. Econ. and Soc.	1	1	5	—	—	Yes	ar-g
Coe Coll.	1908	Psy. Econ. and Soc.	—	5	3	126	Jun.	—	ar-g, k
Colby Coll.	1908	Econ. and Soc.	—	1	1	54	Jun.	—	e
Coll. of Charleston.	1908	Hist. and Econ.	—	1	1	36	Sen.	—	b
Colorado Coll.	1908	Economics	—	1	4	216	—	—	a-e
Coll. of Holy Cross.	1909	Ethics	—	1	1	90	Sen.	—	b
Chicago Theo. Sem.	1909	Soc. Econ.	1	—	1	36	Jun.	Yes	b
Columbia U., Oregon.	1908	Sociology	—	1	1	72	—	—	b, c
Converse Coll.	1909	Soc. Sci.	—	1	2	167	Sen.	—	b, c, e
Cornell U.	1909	Pol. Sci.	—	3	5	378	—	Yes	b, c, e
Cotner U.	1907	Phil. and Econ. Anth.	—	2	3	144	—	Yes	b, c, e
Creighton U.	1908	Philosophy	—	—	3	90	—	—	a-e
Cumberland U.	1908	Phil. and Soc.	—	1	1	90	Sen.	—	b
Dakota Wesleyan U.	1909	Sociology	—	1	3	144	—	—	b, c, e
Dallas (Tex.) Coll.	1908	Econ. and Soc.	—	1	1	54	Sen.	—	b
Davis and Elkins Coll.	1909	Pol. Sci.	—	1	2	72	Soph.	—	b
Defiance Coll.	1907	Phil. and Soc.	—	1	1	40	Sen.	—	a-e
Des Moines Coll.	1906	Soc. and Eth.	—	2	2	—	Jun.	—	a-c
Drake U.	1908	Soc. Sci.	—	1	5	216	Jun.	Yes	a-e
Elmira Coll.	1909	Econ. and Soc.	—	1	2	54	Soph.	Yes	b, c, e
Coll. of Emporia, Kansas.	1907	Hist. Econ. and Soc.	—	1	1	54	Jun.	—	b, h
Fairmount Coll.	1909	Ecs. and Pol. Sci.	—	1	1	54	Sen.	—	a, b, c
Fargo Coll.	1909	Pol. Sci.	—	1	1	54	—	—	b
Fisk U.	1908	Soc. Sci.	—	1	1	60	Sen.	—	b, c
Florida St. Coll.	1903	Sociology	—	1	2	106	—	—	a-e, k, n
Friends' U.	1904	Philosophy	—	1	1	90	—	—	b, c
Geneva Coll.	1903	Philosophy	—	1	1	36	Sen.	—	a-d
Gen. Theo. Sem.	1908	Christian Ethics	—	1	3	144	2d	Yes	a2-c, e, h, i
German Wallace Coll.	1906	Hist. and Pol. Sci.	—	1	4	60	—	—	a-c
Goshen Coll.	1909	Pol. Sci.	—	1	1	60	Sen.	—	a-c
Graceland Coll.	1906	Hist. and Soc. Sci.	—	1	1	60	—	—	b
Grant U.	1906	Ecs. and Soc.	—	1	6	252	—	Yes	b-f
Greenville Coll.	1907	Ec. Soc. and Pol. Sci.	—	1	2	72	Jun.	—	b-d
Guilford Coll.	1907	Hist. and Ecs.	—	1	1	36	Sen.	—	b, c

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Gustavus Adolphus Coll.	1909	Soc. and Ecs.	—	1	1	80	Soph.	—	e, c
Harvard Coll.	1909	Hist. and Pol. Sci.	—	1	1	48	Sen.	—	b
Harvard U.	1909	Sociology	—	8	9	—	—	—	a-c, e, n
Hendrix Coll.	1907	Soc. Sci.	—	1	3	108	Jun.	—	b, c, e
Henry Kendall Coll.	1908	History	—	1	1	36	Sen.	—	b
Highland Park Coll.	1903	Soc. Sci.	—	1	1	60	Sen.	—	b, c, e
Hillsdale Coll.	1903	Pol. and Soc. Sci.	—	1	1	54	Sen.	—	b, c, e
Holy Cross Coll.	1908	Philosophy	—	1	2	180	Sen.	—	a, i
Howard U.	1909	Soc. Sci.	—	1	1	—	—	Yes	b, d-g
Humboldt Coll.	1905	Pol. Sci.	—	1	1	40	—	—	b
Iowa Wes. Univ.	1908	Ec., Pol. Sci. and Soc.	—	1	2	72	—	Yes	b, e
J. B. Stetson U.	1909	Philosophy	—	1	1	60	—	—	a, i, d, e
Johns Hopkins U.	1908	Phil. and Psy.	—	1	1	18	—	—	d
Kalamazoo Coll.	1909	Soc. and Pol. Sci.	—	1	2	120	—	—	a, i, d, e
Kansas City U.	1906	Hist., Ecs. and Soc.	—	1	1	36	—	—	a, i, d, e
Kansas Wesleyan U.	1909	Phil. and Bible	—	1	1	48	Jun.	—	a, i, d, e
Kenyon Coll.	1907	Econ. and Soc.	—	1	3	162	Jun.	Yes	a, i, e
Kingfisher Coll.	1909	Bib. Lit. and Soc.	—	1	1	72	Jun.	—	b
Knox Coll.	1909	Ecs. and Pol. Sci.	—	1	1	72	—	—	e
Leander Clark Coll.	1908	Hist. and Econ.	—	1	3	144	—	—	b, c, e
Leland Stanford U.	1908	Ecs. and Soc. Sci.	—	1	2	216	—	—	e
Lincoln Coll.	1906	Sociology	—	1	1	54	Jun.	—	b, e
Macalester Coll.	1909	Soc. and Pol. Sci.	—	1	2	144	Soph.	—	a-c
McKendree Coll.	1906	Philosophy	—	1	1	36	—	—	e, c
Manhattan Coll.	1907	Ecs., Soc., and Pol. Sci.	—	1	1	—	—	—	a, c-e
Marquette U.	1908	Philosophy	—	1	1	—	—	—	a, c-e
Middlebury Coll.	1908	Pol. Sci.	—	1	1	—	—	—	e
Milwaukee-Downer Coll.	1908	Economics	—	1	1	54	Sen.	—	b, e
Mississippi Coll.	1907	History	—	1	1	72	Jun.	—	e
Missouri Wes. Coll.	1909	Soc. and Pol. Sci.	—	1	1	—	Grad.	—	—
Monmouth Coll.	1909	Sociology	—	1	3	144	Sen.	—	b, c, e
Moravian Coll. and Sem.	1904	Theology	—	1	2	90	Jun.	—	b, e
Morningside Coll.	1909	Econ. and Soc.	—	1	2	54	Grad.	—	b, h
Morris Brown Coll.	1909	Sociology	—	1	1	216	—	Yes	e, a, i
			—	1	1	60	Sen.	—	b

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Morris Harvey Coll.....	1909	Hist. and Pol. Sci.	—	1	1	—	—	—	b
Mount Morris Coll.....	1909	Pol. Econ. and Soc.	—	1	1	90	Sen.	—	b
Mount Union Coll.....	1906	Hist. and Pol. Sci.	—	1	1	48	—	—	b, c
Muskingum Coll.....	1906	Polit. Phil. and Hist.	—	1	1	36	Jun	—	b, c
Nebraska Wesleyan U.....	1909	Econ. and Soc.	—	1	1	54	—	Yes	c, e
Niagara U.....	1908	Philosophy	—	1	1	—	—	—	a, m
Oahn Coll.....	1901	Economics	—	1	1	60	—	—	b
Occidental Coll.....	1909	Ecs. and Soc.	—	1	1	144	Jun.	—	b, c, i
Ohio Northern U.....	1907	Soc. Sci.	—	1	1	60	Jpn.	—	b
Ohio U.....	1909	Phil., Ethics and Soc.	—	1	1	108	—	—	b, c, i
Onachta Coll.....	1906	Hist., Ec., and Sci.	—	2	2	76	—	—	b, k
Oxford Coll.....	1909	Philosophy	—	1	1	90	—	—	b, d
Pacific Theo. Sem.....	1909	Sociology	1	1	5	270	—	Yes	a, c, e, h, i
Parker Coll.....	1909	Phil. and Soc. Sci.	—	1	1	54	Sen.	—	b, c
Parsons Coll.....	1909	Phil., Pol. and Soc. Sci.	—	1	1	108	—	—	a, b, c
Pennsylvania Coll. for Women.....	1909	Soc. and Ed.	—	2	3	180	Jun.	Yes	b, c, e
Polytechnic Coll. Tex.....	1909	Economics	—	1	1	108	Jun.	Yes	b, c, e
Radcliffe Coll.....	1907	Ecs. and Soc. Ethics.	—	2	3	—	—	Yes	a-c, e
Redfield Coll.....	1909	Sociology	—	1	1	72	—	—	b, c
Red River Valley Coll.....	1904	Pol. and Soc. Sci.	—	1	1	48	Jun.	—	b, c, a2
Richmond Coll., Va.....	1904	Philosophy	—	1	1	60	Sen.	—	c
Roger Williams U.....	1905	Sociology	—	1	1	36	Sen.	—	b
Rollins Coll.....	1909	Soc. Sci.	—	1	2	162	—	—	a-c, e
Rutgers Coll.....	1909	Hist. and Pol. Sci.	—	1	1	36	Jun.	—	c
Santa Clara Coll.....	1907	Special Soc.	—	—	3	—	Grad.	—	a, m
St. Xavier Coll., New York.....	1908	Ap. Eth. and Ph. Hist.	—	—	3	252	Jun.	—	a, c, e
St. Fr. Solanus Coll.....	1909	Ethics and Soc.	—	1	1	264	Sen.	—	a-c
St. Ignatius Coll., Ohio.....	1908	Metaphysics	—	—	1	108	Jun.	—	c, m
St. John's Coll., Md.....	1908	Econ. and Pol.	—	—	1	72	—	—	a, c, m
St. Joseph's Coll., Iowa.....	1905	Phil. (Ethics)	—	—	1	—	Sen.	—	e, m
St. Louis U. Mo.....	1909	Social Ethics	—	1	1	—	—	—	c, m
St. Thomas, Villanova.....	1904	Civics	—	1	1	36	—	—	c, m
St. Xavier Coll., Ohio.....	1906	Phil. (Ethics)	—	1	1	120	Soph.	—	c, m
Scio Coll.....	1909	Hist. and Pol. Sci.	—	1	1	36	Soph.	—	b, c
Seton Hall Coll.....	1906	Mental Phil.	—	—	2	—	Sen.	—	b, m
So. Nor. U., Tenn.....	1904	Economics	—	1	1	—	Sen.	—	b
S-W. Bap. U., Tenn.....	1906	Hist. and Cc.	—	1	1	108	Jun.	—	b

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Spokane Coll.	1909	Econ. and Soc.	—	1	1	54	Jun.	—	b
State Coll. for Women, Florida	1909	Pol. and Soc. Sci.	—	1	1	54	—	—	b
Talladega Coll.	1909	Sociology	—	1	1	120	Sen.	—	e
Tarkio Coll.	1908	Hist. and Soc.	—	1	1	96	Sen.	Yes	b, c, e
Taylor U.	1908	Hist. and Pol. Sci.	—	1	2	—	—	Yes	a-c, h
Temple Coll.	1907	Sociology	—	1	2	—	—	—	a-z, c, e, f
Texas Christian U.	1907	Hist. and Pol. Sci.	—	1	1	72	—	—	b
Thiel Coll.	1908	Hist. and Pol. Sci.	—	1	1	60	Sen.	—	b
Tougaloo U.	1909	Sociology	—	1	1	36	Sen.	Yes	b, c, e-g
Transylvania U.	1908	Soc. and Ecs.	—	1	1	108	Sen.	—	b
Trinity U., Tex.	1907	Philosophy	—	1	1	60	Sen.	—	b, c
Union Coll., New York.	1908	Hist. and Soc.	—	1	1	108	Sen.	—	b, c, e, f
Union U., Tennessee.	1909	Hist. and Soc.	—	1	3	108	—	Yes	b, c, e, m
U. of Arizona.	1909	Sociology	—	1	3	144	—	—	a-z, b
U. of Cincinnati.	1908	Pol. and Soc. Sci.	—	1	1	72	—	—	b, c, e, k
U. of Louisville.	1908	Pol. and Soc. Sci.	—	1	3	108	—	—	a-c, e
U. of Mississippi.	1905	Soc. and Civics	—	1	4	108	Sen.	Yes	a-z, h, m
U. of Nebraska.	1907	Pol. Sci. and Soc.	—	3	23	1026	Fresh.	—	b, c
U. of Notre Dame.	1908	Sociology	—	1	2	48	—	—	b, c, e
U. of Omaha.	1908	Pol. and Soc. Sci.	—	1	1	108	Jun.	—	b
U. of Puget Sound.	1909	Hist. Soc. Ecs.	—	1	1	54	Jun.	—	a-z-c, e, h
U. of Tennessee.	1909	Ecs. and Soc.	—	1	1	54	Sen.	—	d, k
U. of Texas.	1908	Pol. Sci.	—	1	2	144	—	—	b, c, e
U. of Wooster.	1909	Sociology	—	1	1	108	Sen.	Yes	b, c, e
Upper Iowa U.	1909	Pol. and Soc. Sci.	—	1	2	144	—	—	k
Upsala Coll.	1908	Anthropology	—	1	1	36	—	—	b-d
Valparaiso U.	1906	Psy. and Ped.	—	1	1	—	—	Yes	a-f
Vanderbilt U.	1909	Ecs. and Soc.	—	3	7	270	—	—	b, c, e
Wellesley Coll.	1909	Ecs. and Soc.	—	1	4	—	—	—	b, c
Wesleyan U.	1906	Ecs. and Soc. Sci.	—	1	2	72	—	—	b, e, k
Western Union Coll.	1909	Sociology	—	—	4	180	—	—	b, e
Westminster Coll., Mo.	1909	Hist. and Pol. Sci.	—	1	1	54	—	—	b, k
Wilberforce U.	1908	Soc. Sci. Anth.	—	2	2	—	Jun.	—	c, e, m
Wilmington Coll.	1904	Sociology	—	1	2	72	Jun.	—	c, e
Yankton Coll.	1909	Ecs. and Soc. Sci.	—	1	2	108	—	—	—

been seven instituting sociology in 1909. Thirty others do not report the date of introduction, and one merely says, "early."

The titles of the departments under which sociology is given in the same 173 institutions are distributed as follows: Sociology 20, economics and sociology 28, economics 12, social and political science 3, history and political science 11, sociology and history 1, homiletics and sociology 1, history and economics 8, economics, social science, and law 1, sociology and economics 4, political economy 4, sociology and anthropology 2, ethnology and sociology 1, philosophy 9, social science 4, economics, social psychology 1, history 3, political and social science 7, psychology 2, history and social science 5, political science 5, economics and social science 3, economics and applied Christianity 1, commerce and finance 1, social science and history 1, social psychology 1, religion and history 1, mental science 1, psychology, history, economics 1, economics, philosophy, history 1, homiletics and applied Christianity 1, economics and political science 2, rural sociology 1, sociology and ethics 1, history and sociology 2, commerce 1, history, economics, and sociology 1, Christian ethics 2, political economy and political science 1, education 1, economic science and history 1, history and political economy 2, economics, political science 1, history, education, and philosophy 1, political economy and sociology 2, economics, psychology 1, theology, economics 1, practical theology 1. One reported that there were no departments in that institution. Six failed to specify under what department the work in sociology is given.

Out of 172 reporting on the matter, according to Table I, 35 institutions have 50 professors devoting all of their time to instruction in sociology. From the same table we find 154 reporting 191 devoting part time to the teaching of sociology. Of the 167 included under Table IV, 5 have a total of 5 professors giving full time, and 154 schools have 181 giving part time to instruction in sociology. Combining the statistics on this point from Tables I and IV, we find 40 institutions with a total of 55 professors giving full time to sociology, and 308 with 372 professors dividing their time with sociology.

The 170 colleges, universities, etc., of Table I reporting show 716 courses offered. The report of 139 institutions from the same group shows 381 courses given. The figures for Table IV are 167 institutions offering 328 courses. The total of courses offered by the 337 institutions for which data were obtained is 1,044.

The 152 institutions of Table I reporting show 31,210 hours a year offered. The 136 institutions of the same table reporting show 19,648 hours a year given. The 144 institutions of Table IV for which data were obtained showed approximately 15,495 hours a year offered. This makes an approximate total of 46,705 hours offered by 296 colleges, universities, etc.

In the 132 institutions of Table I reporting, there were 7,973 undergraduate registrations and 896 graduate registrations. On the matter of separate students 103 institutions reported, showing 3,833 separate undergraduate students and 732 separate graduate students. Of these, 449 of the graduate registrations and 391 of the graduate students belong to the University of Chicago alone.

Table I shows 73 institutions admitting students in the junior year, 39 in the senior, 23 in the sophomore, 4 in the freshman, and 4 in the 1st year (of theological schools). Thirty did not report as to this particular. The institutions of Table IV show 43 cases of admittance in the senior, 33 in the junior, 7 in the sophomore, 1 in the freshman, 3 in the graduate courses only, 1 in the 2d year, and 78 cases where statistics were not obtainable. This makes totals of 82 for the senior year, 106 for the junior, 30 for the sophomore, 5 for the freshman, 4 for the 1st, 1 for the 2d, and 3 for graduate courses only. One hundred and eight did not specify or statistics were not obtainable for them.

To the question whether opportunity for practical work was given 92 of the institutions of Table I answered "yes," 16 answered "no," and 65 did not answer. In Table IV, the investigator was able to find 31 which offered practical work in some form. Subsequent pages specify some of the practical work done by certain institutions.

Of the 111 colleges, etc., of Table II showing registrations in

both philosophy and psychology, and sociology, 2,114 were claimed for sociology and 3,487 for philosophy and psychology. In 108 of these there were 2,104 registrations in sociology and 2,415 in education. In 119 institutions 3,315 in sociology, 7,662 in history. In 133 institutions 3,762 in sociology, 5,157 in economics. In 107 institutions 2,356 in sociology, 1,471 in political science. In 9, 1,580 in sociology, 1,108 in home economics, domestic science, etc. In 4 institutions, 255 in sociology, 65 in journalism. In 7 institutions 472 in sociology and 1,568 in history and political science combined. In one institution, 290 in sociology, 298 in economics and political science combined. In three institutions 1,299 in sociology, 2,652 in psychology, philosophy, and education combined. In places where there is a partially or wholly prescribed course, sociology is more likely to be elective than any other social science, with the probable exception of political science, home economics, and journalism. Sociology lies more within the range of graduate subjects than any other social science. These two facts, rather than its relative popularity, serve to explain the smaller number of students registering in sociology.

The columns of comparative registrations in Table II show both graduate and undergraduate registrations combined. It might be interesting to have presented some comparative statistics from the larger schools showing the graduate and undergraduate registrations separately. Adelphi College has 5 graduate and 125 undergraduate registrations in sociology; 5 graduate and 345 undergraduate registrations in the other social sciences combined. George Washington University: 12 graduate and 30 undergraduate registrations in sociology; 9 graduate and 200 (approximately) undergraduate registrations in the other social sciences. Illinois Wesleyan University: in sociology, 2 graduate and 63 undergraduate registrations; in education, 1 graduate and 18 undergraduate; in economics, 2 graduate and 107 undergraduate; in philosophy and psychology, 57 undergraduate; in history and political science, *ca.* 60; in domestic science, *ca.* 50. Indiana University: in sociology, 15 graduate and 142 undergraduate; in the other social sciences, 25 graduate and 400

undergraduate. Northwestern University: in sociology, 1 graduate and 44 undergraduate (not including the theological seminary); in philosophy and psychology, 28 graduate and 223 undergraduate; in education, 3 graduate and 71 undergraduate; in history, 8 graduate and 343 undergraduate; in economics, 4 graduate and 116 undergraduate; in political science, no graduate and 81 undergraduate. University of Chicago: in sociology, 449 graduate and 520 undergraduate; in philosophy and education combined, 996 graduate and 487 undergraduate; in psychology, 317 graduate and 358 undergraduate; in political economy, 251 graduate and 800 undergraduate; in political science, 278 graduate and 336 undergraduate; in history, 591 graduate and 1,361 undergraduate; in home administration, 219 graduate and 90 undergraduate. University of Colorado: in sociology, 14 graduate and 162 undergraduate; in philosophy and psychology, 15 graduate and 346 undergraduate; in education, 10 graduate and 115 undergraduate; in history, 1 graduate and 205 undergraduate; in economics, 6 graduate and 209 undergraduate; in sanitary science and public health, no graduate and 77 undergraduate. University of Illinois: in sociology, 21 graduate and 82 undergraduate; in philosophy, 16 graduate and 205 undergraduate; in psychology, 19 graduate and 434 undergraduate; in education, 7 graduate and 195 undergraduate; in history, 100 graduate and 856 undergraduate; in economics, 78 graduate and 1,407 undergraduate; in political science, 41 graduate and 0 undergraduate; in sanitary and domestic science, 15 graduate and 314 undergraduate; in journalism, 4 graduate and 33 undergraduate. University of Kansas: in sociology, 26 graduate and 287 undergraduate; in other social sciences, 16 graduate and 2,205 undergraduate (excluding summer session). University of Michigan: graduate registrations only in sociology, 17; in philosophy and psychology, 62; in education, 29; in history and political science, 30; in political economy, 18. University of Minnesota: in sociology, *ca.* 20 graduate and *ca.* 400 undergraduate; in other social sciences, *ca.* 60 graduate and *ca.* 3,200 undergraduate. University of Missouri: in sociology 39 graduate and 302 undergraduate; in philosophy, 9 graduate

and 119 undergraduate; in psychology, 3 graduate and 278 undergraduate: in education, 14 graduate and 349 undergraduate; in history, 10 graduate and 460 undergraduate; in economics, 3 graduate and 300 undergraduate; in political science, 3 graduate and 105 undergraduate. University of North Dakota: in sociology, 1 graduate and 15 undergraduate; in philosophy and psychology, 3 graduate and 44 undergraduate; in education, 159 undergraduate; in history, 1 graduate and 70 undergraduate; in economics, 2 graduate and 67 undergraduate; in political science, 4 undergraduate; in journalism, 9 undergraduate. University of Oregon: in sociology, 1 graduate and 21 undergraduate; in other social sciences, 5 graduate and 597 undergraduate. University of South Dakota: in sociology, 2 graduate and 11 undergraduate; in education 1 graduate and 82 undergraduate; in history, 1 graduate and 82 undergraduate.

In a few cases of the above statistics the figures are only approximate and in a few other cases the "other social sciences" have been grouped together without specifying what the person filling out the questionnaire meant to include under the term. However, if we disregard these indefinite data, sufficient definite facts are given to show that sociology is on the whole in the lead as a graduate study, though falling somewhat behind some of the other sciences, in undergraduate work for the most part. The reader of this report must not suppose that the writer meant to establish a classification of the social sciences. He has included under that convenient grouping the sciences most closely related to sociology. Biology might advisedly have been placed in such proximity.

According to Table II, 57 institutions reported either philosophy or psychology or both as prerequisite to instruction in sociology. Fifty-six reported history, 4 reported education, 60 reported economics, 25 reported political science, and 1 reported home economics as prerequisite. Cases where sociology and another science were required to be taken co-ordinately were philosophy or psychology 8, education 8, economics 6, political science 4. Cases where sociology was made prerequisite to another science were philosophy 2, education 6, economics 5, home

economics 3, and journalism 3. Thirteen schools reported that there were no prerequisites. Only 102 institutions reported at all. Perhaps only the figures covering prerequisites for sociology are full enough, for evidently most of the institutions understood the question to refer to this matter alone and did not report on the other facts here scheduled.

Out of 139 institutions reporting, according to Table II, the divisions into which the general subject of sociology is made in various places for the purposes of instruction are: methodology, 35; history of sociology, 49; general sociology, 118; descriptive sociology, 79; social psychology, 75; social technology (including discussion of social problems, especially abnormal problems and attempts at their solution), 59; urban sociology, 47; rural sociology, 53; ecclesiastical sociology, 21; biblical sociology, 17. From other incomplete information furnished by institutions not agreeing with the classifications of the questionnaire the writer compiled a further approximate classification as follows: anthropology and ethnology, 16; biological sociology, 4; family and ethical problems, 21; socialism, 7. A study of the data represented in Table IV from catalogues revealed, as far as the writer was able to ascertain, the following classification in 166 cases: methodology, 40; history of sociology, 29; general sociology, 124; descriptive sociology, 91; social psychology, 21; social technology, 68; urban sociology, 12; rural sociology, 5; ecclesiastical sociology, 8; biblical sociology, 4; anthropology and ethnology, 10; family, 12; socialism, 2.

One hundred and nine institutions reported as to method. Seventy-three used the psychological method, 34 with strong emphasis, 27 with medium, and 10 with slight. Fifty-seven use statistical methods, 4 strong, 20 medium, 31 slight. Seventy-four use the historical method, 36 strong, 25 medium, 11 slight. Ninety-five reported practical sociology, 51 strong emphasis, 33 medium, 9 slight. Seventy reported theoretical sociology, 21 strong, 26 medium, 21 slight. Three reported psychological method not used, two the statistical not used, two the historical not used; two reported no emphasis on theoretical sociology and

one reported no emphasis on practical sociology. Two reported simply that all methods were used.

Kinds of practical work done in some of the institutions reporting on the subject are briefly indicated in the following paragraphs: Alma: Thesis from an assigned practical problem. Atlanta: "House-to-house visitations, statistical work, special reports." Auburn Theological Seminary: "Special reports on investigations; special work for three months in social settlement or institutional church." Brown: "Investigation work under settlement head." Butler: "In connection with organized charities." Carleton: Institutional visiting; study of city institutions; lectures. Earlham: Field work in connection with local charities, factories, etc. Eureka: Institutional visiting. Findlay: Work through college Y. M. C. A. Franklin and Marshall: Study of local charitable institutions. George Washington University: In connection with settlements and local charitable organizations. Grand Island: Visiting institutions. Hamline: Visits, lectures, investigations. Hampton: Observation; clubs. Haverford: "Investigation of social institutions in and about Philadelphia. Hobart: Students work as probation officers. Hope: Investigation of local conditions. Illinois Wesleyan: Numerous local public institutions; visit others abroad. Indiana: Investigation at Indianapolis; work in C. O. S. there. Iowa College: Social settlement work. Juniata: Visits to state institution. Louisiana State University: Observation of state institutions, of negro in rice belt, etc. McCormick Theological Seminary: Investigation of social movements. Work in settlements, institutional churches, etc. Meadville Theological Seminary: Trips to New York and Chicago for study. Midland: Census work. Mills: Juvenile courts, factories, immigration station, social settlements. Moores Hill: Visit Cincinnati and state and charitable institutions. Mount Holyoke: Institutional visiting. Ohio State: Settlement work, charity investigation, friendly visiting, probation work. Ottawa: Juvenile court and local work. Park: Visits to public institutions at Leavenworth and Kansas City. Pomona: Requires one week's study of conditions in Los An-

geles under supervision of instructor. Simmons: School for Social Workers—definite problems in practical charity. State College, Washington: Study of agricultural conditions and rural life. State University of Kentucky: Study of state and charitable institutions. Syracuse: Associated charities and other work. Tulane: Social settlement, tenement inspection, statistical investigation. Union Theological Seminary: Training in actual social work in New York City. University of Colorado: Practical work in Boulder and Denver. University of Illinois: "We co-operate with the Chicago School of Civics and Philanthropy." University of Michigan: "The Franklin Street Social Settlement of Detroit is affiliated with the University." University of Minnesota: "Original investigation of social conditions in Minneapolis and St. Paul and work in the settlements." University of Missouri: "From September, 1906, to June, 1909, the St. Louis School of Philanthropy was affiliated with the University of Missouri, and the department of sociology. No provision for the future has yet been made." University of North Dakota: Study of state institutions. University of Oklahoma: Visiting state institutions. University of South Carolina: Study of local and state institutions, cotton mills, amusements, etc. University of Southern California: Week's study in Los Angeles yearly. University of Wisconsin: Required visits to Milwaukee and work in the university settlement there. Western Reserve: Investigations in connection with the charitable and philanthropic agencies of Cleveland. Whitman: Study of public institutions and methods in charity and correction, etc. Willamette: Study of numerous local institutions. Wittenberg: Study of local conditions. Beloit: Teaching in night schools for Italians and Greeks. De Pauw: Visiting of institutions in Indianapolis in connection with work. Keuka: Sociological census of districts near college. Lake Erie: Observation of social settlements, juvenile courts, poor-houses, etc. New York University: "Social settlements; investigation of institutions for dependents, delinquents, etc.; investigation into schools for backward and foreign children, factories, etc." University of Denver: Some students interested in institutional church, neigh-

borhood house, associated charities, etc. University of Kansas: Study of rural communities, state and private institutions. University of Pennsylvania: Co-operation with several charitable agencies in the city. University of the South: Mission work by theological students. William Jewell: Visit state and federal institutions in Kansas City, Leavenworth, etc.; work with institutional church, Kansas City. Columbia University: Sage Foundation, C.O.S., State Charities Aid Association, Greenwich House Investigation Committee, social settlements, and many others. Normal College, New York: Normal College Settlement House, numerous investigations, and other practical work. Smith: Home-culture clubs in Northampton. Adelphi: Two graduate research fellowships, in immigration and in employment; also work for city organizations. University of Chicago: University Settlement, other settlement and institutional work in the city of Chicago. Numerous opportunities to do investigating work for commissions and in connection with members of the faculty. Some practical work required of every candidate for the Doctor's degree. University of Maine: With foreign population of Bangor, Penobscot River, and lumber camps of Maine. Washington University: Affiliated with St. Louis School of Social Economy. Co-operation with charities, juvenile court, settlements.

The following paragraphs comprise a number of extracts from the various answers given to Question 15 of the questionnaire. It seems advisable to let the different professors, officials, etc., tell their own story in their own words. No attempt is made to doctor the evidence one way or another, but absolute fidelity in the quotation of the opinions of these different men is aimed at. The quotations are arranged alphabetically according to the institutions represented so as to give full force to each individual expression. The department of each individual reply is appended to his name so as to give some collective insight into the attitudes. The coloring that one's departmental interests may give to one's opinion has been an interesting study to the

writer. Good examples may be found in connection with the answers from Tufts College, and Union Theological Seminary.

PROFESSOR ANNA M. MACLEAN (Sociology), Adelphi College: "General trend here seems to be along the line of greater interest in social work as a profession. Students want to do 'sociological' work instead of teaching. Theory makes no strong appeal. Ten of my students now hold paid positions in New York."

PROFESSOR MITCHELL (History and Political Science), Alma College: "Subject strong and will in future receive greater recognition. Another teacher will be added soon and other courses offered."

PROFESSOR WESTON (Economics and Sociology), Antioch College: "It is gaining ground continually. It will continue to be emphasized here and will undoubtedly increase in the coming years."

PRESIDENT DU BOIS, Atlanta University: "Sociology will, in my opinion, for the next decade or so leave the theoretical side largely alone and devote itself carefully to a practical intensive study, emphasizing in such points as are of importance to students who are going into social work, and who wish to understand the full significance of history. In this institution, naturally, the statistical and historical study of the negro problem will be the chief content of the courses in sociology for some years to come."

PROFESSOR HOYT (Homiletics and Sociology), Auburn Theological Seminary: "The effort in the seminary is to give all the right attitude to life, viz., patient, sympathetic study and the desire to help; freedom from the doctrinaire spirit, and desire to know and serve."

PROFESSOR CHAPIN (Economics), Beloit: "I believe that sociology has not yet attained a sufficient body of doctrine to make it largely available for undergraduate work. I find myself therefore giving more attention in classwork to descriptive and to applied sociology than to pure or theoretical sociology."

PROFESSOR DEALEY (Sociology and Political Science), Brown University: "The department is one of the strongest in the university and is rapidly increasing in influence. We believe firmly in utility of sociological studies."

PROFESSOR TOWNE (Economics and Sociology), Carleton College: "We are working in what courses we can in sociology, and with the growth of the college hope to have a separate department devoted only to that subject. We shall work more along the lines of historical and practical sociology."

PROFESSOR DORNBLASER (English and History), Carthage College: "The work thus far has been entirely elective, but the students, almost without exception, have chosen the course, and enjoyed it. With a trained instructor, and additional courses offered, there would be great interest in this department, I am sure."

PRESIDENT HINITT, Central University of Kentucky: "The department will be developed as soon as possible."

PROFESSOR REAVIS (History), Christian University: "There is quite an appreciation here especially among the ministerial students for sociology. Especially is this true of those students who have progressive and liberal views."

PROFESSOR GOODHUE (Economics and Sociology), Colgate University: "The whole tendency in Colgate seems to be in the direction of applied sociology; the men are demanding a study of the practical social problems, and seem to have little patience with theoretical sociology. I am hoping, however, to build up a strong interest in the latter, and to make it effective and stimulating to the men here."

PROFESSOR GIDDINGS (Sociology and History of Civilization), Columbia University: "The present tendency is to loaf and to generalize. I speak of the subject; not of any one institution. We need men not afraid to work; who will get busy with the adding machine and the logarithms, and give us *exact studies*, such as we get from the psychological laboratories, not to speak of the biological and physical laboratories. *Sociology can be made an exact, quantitative science*, if we can get *industrious* men interested in it."

PROFESSOR FREER, Cornell College: "The work in sociology in our institution will be extended as soon as our income is increased."

PROFESSOR WELLS (Sociology), Dartmouth College: "It cannot command respect unless it is based upon observed facts rather than upon an introspective terminology and speculation. It is sterile because, and in so far as, it is scholastic. At present it lacks reality because of its false start."

PROFESSOR NORTH (Sociology), De Pauw University: "Sociology has just become a separate department. It does not seem probable that it will call for the work of more than one man for some time. It bids fair to be one of the best attended departments of the college. The interest is marked."

PROFESSOR RULLKOETTER (History), Drury College: "From the interest of the students in the subject, it is evident sociology will demand a much larger place in our institution than it now holds."

PROFESSOR LINDLEY (History and Political Science), Earlham College: "If possible I would be glad to have two terms' work, but that does not seem possible at present. Students majoring in history and political science should have an introduction to the field at least, and certain students majoring in other departments are advised to elect the term's work."

PROFESSOR GRAY (History and Social Science), Eureka College: "The probability is that the courses in sociology will be very much enlarged in Eureka College in the near future."

PROFESSOR STEVENS (Philosophy), Ewing College: "Our only hope here is to inspire the preacher and the teacher, the mother and the voter."

PROFESSOR RANGELER (Sociology), Findlay College: "It is among the most popular of senior studies, and in our Normal Department is giving teachers a much better conception of their work. It was at first elective in our courses but is now required."

PROFESSOR HIESLER (Political and Social Science), Franklin and Marshall College: "Sociology is growing in importance, being elected by a constantly increasing proportion of the senior class. Our senior classes average about forty-five or fifty. Of that number all but three or four on the average have elected the subject the last few years. Its growing importance is shown also by the fact that the public orations, essays, and theses of the seniors are so predominantly sociological in character as to excite comment on the part of outsiders."

PROFESSOR VEDITZ (Economics and Sociology), George Washington University: "The presence of sociological instruction in this university is not due to a specific formulated demand for it, but to the personal conviction of the professor of economics who gives the sociological courses. Since these courses have been introduced, however, they have attracted an increasing amount of attention and favor on the part of students and it would now be probably as difficult to suppress them entirely as to do away with the general courses in economics."

PROFESSOR SUTHERLAND (Sociology), Grand Island College: "The interest of students in sociology is generally greater than in other sciences, but is almost entirely concentrated on 'practical' problems. On the first day of the semester the class indicated the sort of problems they expected to study. Eleven out of the thirteen answers indicated that sociology was preconceived to be a study of slums, tenements, etc. There is no evidence of an increase in the amount of time to be devoted to sociology; the definite curriculum, and an opportunity for only one elective makes increase of emphasis on sociology difficult. Electives will probably be offered in sociology."

PROFESSOR TALBERT (Political and Social Science), Hamline University: "Interest is growing both among men and women. Most of our students turn to teaching and preaching; are more and more seeing the value of sociology for their future work. Sociology is not a 'snap' here; has the reputation of requiring more attention than other departments. Notwithstanding, attendance increases. Some students are preparing for graduate work in larger institutions, and for practical social work."

PROFESSOR JONES, Hampton Institute: "The importance of sociology is constantly increasing in our work. The relation which we sustain to the acute racial situation in the South demands a thorough knowledge of the social sciences and particularly sociology."

PRESIDENT TURNER, Hastings College: "The subject has been given to some extent as an elective. We think it should be included in the regular course and will arrange it so as soon as practicable."

PROFESSOR WAKEFIELD (Political and Social Science), Hiram College: "No study in this college is more sought for than that of sociology. This year over fifty are enrolled. The tendency is to enlarge our work."

PROFESSOR WILLIAMS (Economics and Sociology), Hobart College: "I emphasize the study of human motives and development of customs and laws as revealed in congressional and state legislative records, judicial decisions, church conventions and newspaper reports of social movements. . . . We intend to introduce courses in statistics as soon as we can get more help in the department."

PROFESSOR MERRIAM (Practical Theology), Hartford Theological Seminary: "Fifteen years ago more students sought the courses offered than today, owing to the fact that the colleges offer courses in general sociology, and also specific problems, so that fewer demand it in the Theological Seminary. The specific practical relation of social studies to church work will be the growing demand of seminaries."

PROFESSOR TELLER (Economics and Sociology), Illinois Wesleyan University: "Department has grown rapidly here in recent years; if teacher had more time might become largest department doing senior-college work. Four years ago we had one course in sociology, with about a dozen registrations. Courses well patronized by ministerial students and teachers, but few lawyers thus far."

PROFESSOR WEATHERLY (Economics and Social Science), Indiana University: "The demand for sociology in the university is growing, but as yet there is little call for theoretical courses. There is little present outlook for theoretical sociology until the newly organized Graduate School shall become well established."

PROFESSOR EYCHOFF (Economics), Iowa College: "We had until four years ago a separate instructor in sociology. Other departments had then become so much influenced by the sociological movement that there seemed to be less need for separate instruction in sociology, so the Department of Economics absorbed the instructor. We seem to be developing a sociological spirit in every department rather than a separate department of sociology."

PROFESSOR JOHNSON (Social Science and History), Juniata College: "One of the most prominent lines of work in our institution. The students are particularly attracted to some phase of applied sociology, such as

charities and corrections and investigation and religious reform work. This is the sociological age, and our students are fully alive to the most advanced movements that make for civic, social, economic, political, and religious uplift."

PROFESSOR EDDY (History and Philosophy), Keuka College: "A larger class is expected next year."

PROFESSOR ROSEBUSH (Sociology), Lawrence College: [Tendency is toward] "(1) Greater emphasis on psychological side; (2) general non-acceptance of doctrine that sociology covers all social relations; (3) increasing recognition of importance of social sciences; (4) strong tendency for teachers in history, biblical literature, Greek, Latin, modern languages, psychology, and economics, etc., to make their studies and courses deal more with *social* phases of life"

DEAN TAYLOR, Lenox College: "I have given the subject the most favorable position possible in the programme and shall encourage students to elect it. Its method and meaning are growing upon us and will affect more and more the other departments of instruction."

PRESIDENT PERRY, Marietta College: "Sociology seems to me to be for the most part a graduate subject. The undergraduate cannot spend the time to do anything but superficial work in sociology on the practical or technical side. Our purpose is to give a bird's-eye view of the subject and its problems in order that the student may be intelligent in his later thinking and reading."

PROFESSOR FITZGERALD (History), Marshall College: "It holds its own and will grow here. This year the course was given five hours instead of three because the class asked for it."

PRESIDENT BUTTERFIELD, Massachusetts Agricultural College: "We shall soon develop a division of rural social science in which there will be a department of rural sociology. Probably a department of agricultural education will organize as a distinct department in rural sociology. Courses will eventually be given in 'The Rural Community,' 'Farmers' Organization,' 'The Rural Problem,' and there will be discussions of the 'Social Psychology of the Rural People,' 'Movements of the Population,' 'Rural Social Ideals,' etc. There will also be elementary work in general sociology, and in current sociological problems of a general character."

PROFESSOR GILMAN (Sociology and Ethics), Meadville Theological School: "Sociology is considered a very important part of the theological course; it is required of all students: a favorite study. Instruction is to be extended gradually. The school has also one foundation, 'The Adin Ballou Lectureship in Practical Christian Sociology' (income \$720 annually) which provides numerous lectures from outside. Probably the first theological

school in the U. S. A. to be so well provided with this lectureship (established 1892) and the full professorship (established 1894)."

PROFESSOR BEDFORD (Economics and Sociology), Miami University: "The department is growing more rapidly than any [other] in the school."

"PROFESSOR MACPHERSON, Michigan Agricultural College: "Sociology is only a tag attached to the department of economics as yet; but I am in hopes of being able in the course of another year to work it up to the importance I think it deserves."

DR. BROUSSEAU (Economics and Sociology), Mills College: "The aim of this department in Mills College is, first, to interest young women in the economic and sociological problems of the day; second, to prepare them to do graduate work in these departments at the universities; third, to show them the opportunities for well-equipped women in various economic and sociological fields."

PROFESSOR WALMSLEY (History and Social Science), Millsaps College: "Sociology with us is one of the most popular elective courses. Most of the senior theses are on sociological subjects. It is impossible to enlarge scope of the department to meet the demand for several years, as there is no probability of an increased teaching force for some time to come."

PROFESSOR SHEPHERD, Missouri Valley College: "The subject has to contend with a heavy required course in the languages. . . . However, sentiment is growing in its favor, and the chances are that the Greek requirements will be removed, and more time given to social subjects."

PRESIDENT BOVARD, Moores Hill College: "In my judgment there is a growing demand for thoroughgoing study of sociology. We are determined to strengthen that branch of our work here at once."

PROFESSOR HEWES (Economics and Sociology), Mount Holyoke College: "My experience as teacher touches only the undergraduate problem. Pedagogically I am persuaded that the applied aspects of sociology should receive primary emphasis in this field. We have had better results in the theoretical course where students have come to it from one of the 'practical' courses. . . . Interest in the subject is certainly on the increase."

DR. BINDER (Sociology), New York University: "The University has made three different attempts with that many men to start a department of sociology, but failed. In 1906 the present writer agreed to give 2 hours for 30 weeks, and started with a class of 7 in October, 1906. In 1907-8 he gave 4 hours, and had 35 students. In 1908-9 he gave 8 hours and had 68 students, and gave the degree of A.M. to 3 students with the major in sociology. The prospects are excellent, since the students are enthusiastic and the faculty no longer considers this department a hoodoo. The writer believes that the times are ripe for a concerted movement of all the people interested in sociology to introduce this study in every high school and

college. Less time should be devoted to the dry bones of Greek and Latin grammar, to the subtleties of philosophies and other subjects dealing in words and abstractions; and more to sociology. If this object is to be accomplished, sociology must, however, guard against becoming a mere adjunct to philanthropy and charitable institutions on the one hand, and against too numerous abstractions and discussion of authorities on the other. It must deal with living questions in a broad way, and gradually arrange the principles derived in systematic form."

PROFESSOR NAUMAN (History and Sociology), Northwestern College: "A new chair—political and social sciences—has been provided for next year, and the hours for sociology will be increased."

MR. DIEBLER (Economics), Northwestern University: "We are proceeding upon the theory that there is a fairly clear line of division between practical or applied sociology and theoretical sociology. We hope to expand our work in the near future along both of these lines until we shall have at least the equivalent of the full time of one man devoted to the subject of sociology. It is my private opinion that sociology should be built upon a knowledge of economics."

PROFESSOR WOLFE (Economics and Sociology), Oberlin College: "I look for increased interest in both theoretical and practical sociology in Oberlin. We are handicapped by lack of teaching force in this department. As soon as this can be secured more courses will be offered. I do not think the college need give much attention to methodology, nor need it insist that sociology is a science. It needs merely to insist that society be viewed with the 'open mind.'"

PROFESSOR HAGERTY (Economics and Sociology), Ohio State University: "Registrations in courses in sociology increasing rapidly. Sociology promises to be one of the most attractive branches of study here; 112 registrations in a college of about 750 students represents much in the way of progress. Opportunity of securing training in practical social work is attracting many."

PROFESSOR MILLER, Olivet College: "Four years ago there were seven in sociology, now forty. Elementary course one of the most popular given. It is hoped to add correlated courses in political science, and have more lectures from away. Several are secured each year now."

PRESIDENT HOLLER, Oriental University: "Our course on 'Social problems in the United States' appears to become very popular among graduate students, ministers, physicians, etc. 'Theomonistic Socialism' founded on my *Theomonistic Theology* will in time embody all that I personally regard as most salutary and genuinely Christian in sociology and socialism. Theomonism regards Christ as the true mediator, a mesocosm, neither macrocosm, nor microcosm, thus: themonism is neither trinitarianism, nor

unitarianism. I find that theology has a great influence on social movements, a fact often overlooked by writers on sociology."

PROFESSOR BOGGESS (History and Political Science), Pacific University: "I find that students who are to be professional or business men become much interested in current sociological questions. I predict that this interest will be well sustained and that an increasing number of both theoretical and practical courses will be added as the student body and the teaching force grow larger."

PROFESSOR MATTHEWS (History and Political Science), Park College: "Our one course is popular and I think leads to further investigation on the part of students. It is becoming, I think, a very vital subject and the present plan is to enlarge this work by next year if possible."

PROFESSOR MILES (Education and Psychology), Penn College: "We are just coming to realize the value of the sociologist. I hardly see how it will be possible to give the subject much more time in the small school. However I believe it will become more popular."

PROFESSOR SANDERS (Philosophy), Pennsylvania College: "We hope to have a separate department in sociology, but that is still in the future. For us practical sociology is the great need."

Professor of Economics and Sociology, Pomona College: "My present tendency is to emphasize more the psychological side; to use illustrations from present conditions even when taking up the historical development, as I find nothing fixes the ideas better than emphasizing similarity of contrasts. There is a marked increase in the demand for this line of work and a growing willingness on the part of students to get behind the superficial."

PRESIDENT MOREHEAD, Roanoke College: "We regard sociology as being in an experimental stage of development as a science. We shall watch progress with interest and extend courses if the facts seem to warrant it."

PROFESSOR FOSTER (History), St. Lawrence University: "It seems to me the present tendency is toward a much more fundamental study of the subject and less of blundering 'laboratory work.' The subject constantly grows in interest here—and in substantial popularity."

PROFESSOR BEACH (Economical Science and History), State College of Washington: "There is little likelihood that a separate department of sociology will be formed in this institution—at least for many years. But there is a decided and growing interest in the subject: a sociological club of twenty-five members has just been formed."

PROFESSOR TUTHILL (History and Political Economy), State University of Kentucky: "Has enlisted more attention than any other social science this year in this institution."

MISS HEBARD (Economics), State University of Wyoming: "This department is much undeveloped in this university. The course is elective and is not always chosen. Of course with growth it will come to its own!"

PROFESSOR HOOVER (Sociology), Susquehanna University: "More students are studying sociology than ever before. Almost every student elects all that is offered, and requests are made for more instruction than we can at present give. A few years ago the required work was small and unliked, now at least 95 per cent. of all who can elect all we offer. Plans are now being made to add more instructors and courses."

PROFESSOR EARP (Sociology), Syracuse University: "There is an increasing number of students taking courses in sociology. Many are majoring in sociology."

PROFESSOR GLASSON (Economic and Social Science), Trinity College, North Carolina: "No immediate prospect for a department of sociology in Trinity College. My personal interest is in economics and political science. These social sciences occupy my time fully."

PROFESSOR METCALF (Economics), Tufts College: "The only work in so-called 'sociology' in Tufts College is the brief half-course. . . . It is a study of practical problems given in the department in economics."

PROFESSOR HALL, Union Theological Seminary: "The name is a bugbear to me. It seems a hybrid name and a hybrid science. I should sooner see it divided between political science, history, and philosophy. It is a wholesome fad, which will be merged in really scientific, historical, and economic thinking, when we grow more serious and more mature."

PROFESSOR CAROTHERS (Economics and Sociology), University of Arkansas: "In our institution, as in the general field of science, we find it difficult to divorce sociology and economics. The courses offered are elementary. Eventually a separate department of sociology will be established. Here, as elsewhere, it is in its infancy, with unlimited possibilities in the field of theory and application."

PROFESSOR PEIXOTTO (Sociology), University of California: "In our institution, a prejudice in favor of teaching social studies under several departments (political science, economics, anthropology, education, psychology, etc.), a prejudice which I share, will probably make for postponing the coming of a 'sociological department' but we believe we share in and can perhaps aid ultimately the work of the 'sociologist.'"

PROFESSOR ALBION W. SMALL (Sociology), University of Chicago: "I am so constantly expressing myself in the *American Journal of Sociology* on the prospects of sociology in general, that it would be superfluous to repeat myself. There is no doubt in my mind that sociology has won a permanent place in academic programmes, and that its importance is steadily gaining recognition."

PROFESSOR KING (Economics and Sociology), University of Colorado: "Work will be expanded here at once, as it will in all institutions."

PROFESSOR LE ROSSIGNOL (Economics and Sociology), University of Denver: "There will probably be a professor of sociology in a few years—an instructor soon, I hope."

DIRECTOR WOOFER (School of Education), University of Georgia: "We have no separate department of sociology but plans have been submitted to the Chancellor and the Trustees to develop such a department out of the department of history and economics, Professor J. H. T. McPherson now in charge. In the School of Education and Philosophy the course in social psychology was given, which will be repeated next year, and a course in social ethics added next year."

MR. VAUGHN (Sociology), University of Idaho: "The courses have been taken up with enthusiasm by the advanced students, and have attracted the most capable students in the institution. The enrolment in the sociology courses multiplied fivefold at the end of the first semester. I believe the future is very bright, both for the study within the institution, and the later putting into effect of the principles here acquired when the students get out into life. They are particularly interested in the application of the present knowledge to the problems of the new West."

PROFESSOR HAYES (Sociology), University of Illinois: "Sociology, as a separate department is in its second year at the University of Illinois. There is reason to expect considerable expansion of work in this department here."

PROFESSOR BLACKMAR (Sociology and Economics), University of Kansas: "The work in the department is now being reorganized. Perhaps a tendency to recognize these phases: (1) pure sociology—theoretical and psychological; (2) applied—constructive and telic; (3) practical—field-work or laboratory work—including study in all phases of social activity."

PROFESSOR SPRAGUE (Economics and Sociology), University of Maine: "Sociology was introduced here three years ago. I think its progress will be slow, due to lack of teaching force in the subject. The departments of psychology and history will probably treat aspects of the subject in the future in addition to the regular department work. An independent department of sociology is still not within sight, although it is hoped for."

PROFESSOR COOLEY (Sociology), University of Michigan: "There seem to be in this university two pressing demands which sociology helps to meet. These are (1) a demand for an adequate scientific and philosophic basis for social reforms; (2) a demand for social knowledge and insight as a part of humane culture. Culture is now disintegrated by the rapid decay of the old classical discipline. There must be a reconstruction in which sociology is apparently to play an important and perhaps central part. As indicating

the culture-value put upon sociology by students, I may mention that over half of those elected to Phi Beta Kappa for the past two years have taken one or more courses in this subject.

Sociology as taught here is a systematic study of social organization and processes, especially on the psychological side, and an exposition of practical questions in the light of this study. It is likely to develop on this line."

PROFESSOR GILLETTE (Sociology), University of North Dakota: "(1) My own temper is to lay a good scientific and theoretical basis for the understanding of society, to be followed by a demonstration of the application of the principles to the improvement of society, and the study of the application in as many directions as follows. (2) In 1907 my department was founded. I had 2 classes with 5 students. In 1908 I started with 3 classes in sociology and 21 students. This semester I have 4 courses (classes) and 52 students. From what students tell me I judge the number studying sociology will be large next year."

PROFESSOR DOWD (Sociology and Economics), University of Oklahoma: "There is a rapidly growing interest in sociology not only among students but among all citizens interested in social problems. The new books such as medical sociology and engineering sociology indicate that all sciences are being influenced by the sociological method. The enrolment in sociology has increased here from 0 in 1905 to 125 in 1909; and many more would enrol if additional courses were provided."

PROFESSOR YOUNG (Economics and Sociology), University of Oregon: "Our courses are elective. Courses have been given every year since subject was introduced here. In four or five years of the fourteen, the subject was represented in two courses. In this young state social problems are not pressing. Practical sociology takes the form of espousing certain ideals of social organization and standards of life and organizing movements to bring life and thought up to higher planes, there to anticipate tendencies and conditions which will call for remedial activities. With growth of institution, which promises to be very rapid, sociology will more than maintain its proportionate strength."

PROFESSOR FRANKLIN (History and Political Science), University of the Pacific: "There is a growing interest in this subject and the work will doubtless be developed."

PROFESSOR KELSEY (Sociology), University of Pennsylvania: "Increasing interest here particularly in practical social problems."

MR. BECK, University of Pittsburgh: "At present we are developing rapidly the work in economics and as we have nobody at work teaching sociology, who is imbued with the work, its development is not so rapid. In about two years we will be ready for placing greater stress on sociology."

PROFESSOR MOORE, University of South Carolina: "It is somewhat difficult to make satisfactory statements here as the work is of such recent origin. There is as yet little ground for the appreciation of the science; its meaning must first be understood. The only step forward in the last four years is to give two courses instead of one."

Professor of History, University of the South: "I feel that sociology as a science separate from history, economics, political science has no place in the curriculum of a small college. I have grave doubts as to the advisability of such work in undergraduate courses even in larger institutions, except in very definitely *applied sociology*. The theoretical side is more fitted for graduate work."

PROFESSOR HUNT (Economics and Sociology), University of Southern California: "Present tendency is toward a better agreement as to the scope and limitations of sociology. In future much detail and speculation will be omitted, and ascertained fact will be assumed (except in purely theoretic discussion). A better and safer historic perspective will be developed. Practical applications will be expounded and multiplied. Teachers, preachers, and public officers will be trained and so project the subject usefully into society."

PROFESSOR BANKS (History and Economics), University of the State of Florida: "At present here at the University of Florida we are doing very little really efficient work in sociology proper—a fact clearly appreciated when it is stated that one professor is attempting to cover history, economics, political science, and sociology."

PROFESSOR CARY (Economics and Sociology), University of Utah: "Taking into account this year's enrolment, which is 64, the class membership has increased tenfold in five years, and the interest in the work we are doing promises a continuance of the growth. It has become a prerequisite to the teaching profession here and it is not unlikely that in the near future the better high schools will be doing some work under that title."

PROFESSOR CUSTIS (Economics), University of Washington: "The University of Washington is a rapidly growing institution and there seems to be a fairly good demand for work in sociology. Possibly there will be some expansion in the next few years, and if so it is likely to be on practical lines. I am giving the work partly because it seems desirable that work in sociology should be given; but I do not expect to increase the amount of time devoted to the subject. When more courses are given they will probably be given by someone else. There is more of a tendency for the work of the department to expand on business than on sociological lines. I think that the amount of work in sociology is likely to increase, but it will be a more or less forced increase."

PROFESSOR ROSS (Sociology), University of Wisconsin: "Sociology is now in about the stage of advancement of biology 1840-50, or of political economy previous to John Stuart Mill. It is not called upon to fit teachers for the secondary schools, as is the department of history.. It does not lead directly to bread-and-butter work as does the course in commerce provided by the department of political economy. The subject attracts therefore only a moderate number of students. At present I reach about a hundred students a semester. At the conclusion of my third year here (until my advent sociology was given only lectureship) certain significant tendencies are noticeable: (1) the taking of work in sociology by crack students in philosophy, history, political science, and economics. Only the best dare tackle the work and the courses in sociology are given a wide berth by snap-hunters, sloughers, dawdlers, and 'athletes.' (2) My graduate seminars are so full I have to turn applicants away as I object to more than sixteen members. Sociological investigation seems to have a great attraction for mature and graduate students, especially those who have seen life. (3) The professors in the maturer sciences show every year more respect for and appreciation of the work of sociology."

PROFESSOR SCOREL, University of Wooster: "I have no doubt that interest will grow when we can devote the whole time of even one professor to the work and engage much more in practical work. As to the science, I have always said it was the 'coming science.' Its arrival is not yet imminent. But its actual value is steadily accumulating and becoming visible to many who have been skeptical."

PROFESSOR MILLS (Economics), Vassar College: "No prospect of establishment of sociology proper here. Much question as to its value in *undergraduate* curriculum."

PROFESSOR SIKES (Political Economy), Wake Forest College: "Is regarded by students as probably the most helpful course of the curriculum. With more funds the courses will be enlarged, with special emphasis on southern agricultural conditions."

PROFESSOR FISK (Sociology), Washburn College: "About one hundred students 'elect' some sociological work each year. None is 'required.' Most students elect not less than two full 'year' courses, some more."

PROFESSOR RILEY (Sociology), Washington University: "I have both the department at Washington University and the School of Social Economy with a research department supported by Russel Sage Foundation. The two are co-ordinated and together put considerable emphasis on practical sociology."

PROFESSOR WEYER (Philosophy), Washington and Jefferson College: "If I had assistance in my department, it is in the direction of more sociology that the first increase in the courses would be made."

PROFESSOR KENNEDY (Political Economy and Sociology), Wells College: "There seems to be a growing interest in sociology, particularly on the practical side."

PROFESSOR TIFFANY (History and Political Science), Western Maryland College: "The subject ought to find a permanent place in the course of study but there seems little likelihood for it at present."

PROFESSOR CUTLER (Sociology), Western Reserve University: "Sociology has a great future before it in the colleges provided it is kept upon a solid scientific basis. In Western Reserve University practical sociology is likely to receive the chief consideration because of the exceptional facilities for its development which exist in Cleveland. Giving practical sociology the chief emphasis the number of undergraduate registrations has increased from 134 for the year 1907-8 to 185 for the year 1908-9. With the work confined almost exclusively to the junior and senior years the number of undergraduate students to whom the courses were open was approximately 200."

PROFESSOR CAMPBELL (History and Political Science), Westminster College, Pa.: "Teaching force utterly inadequate to devote the time and attention the subject deserves so that the course must be introductory and elementary in character. Although sociology is an elective there is an increasing number of students favoring this course and manifesting a practical interest in the subject."

PROFESSOR WHIPPLE (Civics and Economics), Wheaton College: "I consider that its importance calls for more time than we give it and hope to see more attention given to it as soon as means can be provided."

PROFESSOR WORTHINGTON (Economics), Whitman College: "I believe that sociology must inevitably find a place in every college curriculum. It will have to fight for a very large place in many instances. At Whitman we have not had the courses going long enough to judge accurately of the situation. Juniors and seniors flocked to the courses the first year. The second few students elected it. This year (second) a course in sanitation was given by the departments of biology, domestic science, and sociology. The registration was large (30) which is a large class for this college. I do not think that the growth of this department will be very rapid, though it must see some extension in the near future."

PROFESSOR PATTERSON (Social Science), Willamette University: "It is claiming a larger place and is a subject attractive to an increasing number of students, though elective. It appeals to students of the professional schools, viz., law, medicine, and theology."

PROFESSOR GRIFFITH (History and Political Science), William Jewell College: "Sociology is growing as a study in this college. The enrolment in 1905-6 was 14; 1906-7, 19; 1907-8, 32; 1908-9, 47. The trend here is

more and more along the line of practical and applied sociology; for use of men going into social institutions and for men preparing for the ministry."

PROFESSOR WALLACE (History and Economics), Wofford College: "The professor of history and economics did not want to give much time to sociology; he may never give another course. We are intending to put in a man in Bible-study and philosophy next year who has had university training in sociology; whether he will give any work in sociology I do not know, but I shall request it."

PROFESSOR SUMNER (Sociology), Yale University: "I have shaped it at Yale myself. I do not believe in metaphysics or psychology at all and never meant to let sociology be metaphysical or psychological. I retire in June, 1909. What will happen here later I do not know. Sociology seems now to be largely speculative and controversial. I should like to see a group of scholars at work to get it down to normal growth on a scientific method, dealing with concrete things."

GERTRUDE F. ROWELL (Teacher of Psychology), State Normal School, San José, Cal: "Personally there is no [other] subject I am so much interested in as sociology, and I should like to see the underlying principles so understood and organized and put in such practical form that it could be introduced and studied in every high school, and, still further, the needs of society understood and taught in the grammar schools. I know no subject which has a bigger future." She has introduced courses in social psychology (following Ross's text) and school and society.

G. R. MILLER (History and Sociology), Colorado State Normal School, Greeley: "There are very great and promising possibilities in pedagogical sociology. It should be cultivated by sociologists as one of their most promising fields. The general study of sociology is today accomplishing an almost incalculable practical benefit in American society."

W. H. A. HOWARD, Florida State Normal and Industrial School, Tallahassee: "This comes at a time when plans are just brewing to further the work of sociology in this school."

O. L. MANCHESTER, Head of Department of Economics and Foreign Languages, Illinois State Normal University, Normal, Ill.: "It is an elective study here. . . . If I had my way I should make sociology a required study as well as economics."

E. W. BOHANNON, Duluth State Normal School, Mich.: "My opinion is that sociological study should and soon will be given a more important place in courses of study for the preparation of teachers."

PRESIDENT SWAIN, Montana State Normal College, Dillon, Mont.: "As this institution is devoted to the training of teachers, sociology is taught

chiefly for its bearing on education. For this reason the subject is studied largely in its historical aspects. I want teachers to know something of the development of society both for its bearing as well on the aims as on the general method of education, and for the light it throws on the process of development in the life of the individual child. The chief difficulty I find is in the literature, which is so little organized, contains such a vast mass of what is chaff from the point of view of education, and in many instances has to be translated from jargon into English. I am thoroughly convinced that if even what has been published (to say nothing of what further investigation may disclose) could be put into usable shape, the study might be made of vastly greater practical use to prospective school teachers than has been undertaken within my knowledge; indeed, it might come to be considered one of the prime essentials of a pedagogical course."

CLARA BYRNES, Associate Professor of History, Normal College of the City of New York: "It seems to me that the work in sociology will develop most value along the line of practical work, and studies of actual conditions; that for the undergraduates a simple theory and much supervised observation to some definite end is the desirable thing. Random observation of social facts is stimulating, but dangerous, to these younger students. In the Normal College, we hope to double the numbers in our optional class in sociology in September, 1909, and in September, 1910, to open new courses in this field. The time of the associate professor will probably then be devoted entirely to sociology and economics."

E. T. MATHER, Principal of State Normal School, Bellingham, Wash.: "It is difficult to teach because it is not a well-defined science. It is rather a group of ideas and theories, each of which pretends to be or tends toward a science in itself."

W. H. CHEEVER, State Normal School, Milwaukee: "I think every person who intends to teach or who teaches should have training in sociology. I am endeavoring to arouse an interest in rural teachers along the lines indicated in the enclosed report, also along the lines indicated by the Committee for the Betterment of Rural Life. I do this in my work as state institute conductor. I think the course in sociology in this school is regarded as one of the good courses."

T. R. CLOW, State Normal School, Oshkosh, Wis.: Hopeful. In spite of being unfortunately placed in our curriculum, so that very few students could take it, we have always had classes in it ranging from five to twelve. I have come to believe that it should be a required study for the training of teachers. Our course of study is now being revised and I hope sociology will have a place where a large number can take it. We still lack suitable textbooks, however, i. e., they do not exist yet."

There is still a great deal of misunderstanding about sociology. Professor Hill, of Luther College, Wahoo, Neb., said they could not yet introduce sociology because the people thought it was socialism. The same trouble exists in other places. There is also a blind opposition to sociology on the part of other departments and of older men of a rather doctrinaire training. The most opposition in the academic world comes from teachers of economics, perhaps mainly because sociology has invaded their territory. Unfortunately there is more interest in territory at the present time in some places than there is in human betterment and the means of attaining it. On the whole, the above extracts make instructive as well as interesting reading, and largely because of the light they throw upon the present-day attitude toward sociology.

Nearly all the colleges, universities, etc., are developing their work in sociology. Bates College and Haverford are instances to the contrary. The University of Missouri furnishes an interesting and puzzling case. The department there has grown till it enrolls nearly three times as many graduate students as any other department among the social sciences and more undergraduate students than either economics or political science, yet the instructing force has been disproportionately cut for some reason difficult to guess. The officials of this university have also voluntarily given up its connection with the St. Louis School of Philanthropy, which now becomes the St. Louis School of Social Economy, in affiliation with Washington University. Such shortsightedness, however, to whatever cause due, reacts more harmfully upon a college than upon the teaching of sociology itself.

Although sociology has had strong opposition in some institutions, it has had noteworthy encouragement in others. In the case of Susquehanna University it would appear to have been developed far beyond the average. This, however, is a Lutheran institution and sociology is better received on the average by Lutheran institutions than by those of any other denomination.

The reasons why sociology remains so predominantly a graduate subject in most large institutions are mainly two. In

the first place there is a widespread prejudice against permitting immature minds to think about all kinds of social questions. This came out strongly in the replies to the questionnaire. A further cause is the lack of suitable textbooks and technique for bringing facts concretely and comprehensively to the young students. As yet we have not enough teachers suitably trained to present the facts that are socially valuable with due insight and discrimination. Many of the replies evidenced the demand for more suitable textbooks. Some of the teachers, especially those of normal schools, believe that the time is ripe for the introduction of the subject into the high schools, provided suitable textbooks can be obtained.

Work on Table IV brought out the fact that the textbooks now most used in the colleges and normal schools and universities are, in the order of frequency, Small and Vincent's *Introduction to the Study of Society*, Wright's *Practical Sociology*, Gidding's *Elements of Sociology*, Fairbank's *Introduction to Sociology*, and Henderson's *Social Elements*.

The tendency is to develop the instruction along practical lines, to make a knowledge of society and its workings of use to that society itself.

A few of the larger universities hold back from the establishment of separate chairs of sociology. This is in part due to the fact that the departments now giving the instruction along these lines do not wish to lose any prestige, as would result from such a separation. In a few cases, also, we have some purists or verbalists who object to the name! With the coming of a younger generation who value results and methods more than terminology we may expect to see a difference in this respect.

A number of colleges also give work in other departments than that of sociology which might be counted as sociology. But no attempt has been made to include such in this report.

Nearly all the institutions show a tendency to make their work in related departments take on a more sociological bearing and significance. This is one of the best possible results of the teaching of sociology. Iowa College, at Grinnell, is a good illustration of this tendency. The professor of economics writes of

the department of philosophy and psychology: "The professor is almost a sociologist—gives much consideration in his course to social influences in development of the mind and of ethical standards." He says of education: "The instructor teaches 'social' education—might almost be considered a sociologist." Of economics: "The beginning course is sociological." Of political science: "Sociological basis. Social needs made prominent in consideration of political development." The department of history, however, sticks to political development. The University of Utah requires work in sociology for graduation from its normal department. The same is true for the University of Washington. And the State University of Kentucky requires civil engineering students to take sociology!

Where the work in sociology is done in connection with another department, the former work is often slighted. Such was reported to be the case to some extent in a number of colleges and universities.

In this report there are necessarily some errors. But the work is entirely without prejudice or exaggeration. The conclusions bear toward the conservative. It is hoped that the report as a whole, though much less complete than the writer would have desired had he been able to get more complete and detailed information, may prove of value in indicating the present condition and tendencies of the teaching of sociology in the United States.